DOCUMENT RESUME

ED 134 137 IR 004 291

TITLE	Self-Study Report.
INSTITUTION	Syracuse Univ., N.Y. School of Information Studies.
SPONS AGENCY	American Library Association, Chicago, Ill.
PUB DATE	1 May 75
NOTE	326p.
AVAILABLE FROM	Syracuse University, School of Information Studies, Syracuse, N.Y. 13210
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Higher Education; Information Science; *Library Education; Library Schools; Library Science; *Professional Education

ABSTRACT

This pre-accreditation report describes the Syracuse University School of Information Studies along six dimensions: (1) program goals and objectives, (2) curriculum, (3) faculty, (4) students, (5) governance, administration, and financial support, and (6) physical resources and materials. Each section contains factual as well as self-study data which analyzes both the strengths and weaknesses of the School. Programs of study offered are: (1) an undergraduate minor in Library Science, (2) a Master of Science in Library Science, and (3) a Doctoral Program (Ph.D.) in Information Transfer. Procedures used in preparation of the report are described, including the participation of the Board of Visitors. Since the School is currently in the process of change, the data reported should be seen as relevant for a limited time span. (SJS)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED134137

ED134137

IR004291

Syracuse University
School of Information Studies
Self-Study Report

Submitted to
Committee on Accreditation
American Library Association
May 1, 1975

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

1. Syracuse University
Syracuse, New York 13210

2. Melvin A. Eggers
Chancellor and President

John J. Prucha
Vice Chancellor for Academic Affairs

3. School of Information Studies

4. 113 Euclid Avenue
Syracuse University
Syracuse, New York 13210

5. Robert S. Taylor, Dean

6. Master of Science in Library Science

7. Middle States Association of Colleges
and Secondary Schools

8. Self-Study Report completed on
April 30, 1975

9. Self-Study Report transmitted to
the Committee on Accreditation
on May 1, 1975

TABLE OF CONTENTS

Introduction — page

Procedures in Developing Report
Organization of Report

I. Program Goals and Objectives

A. Factual Data 1-1

1. Objectives of the School of Information Studies 1-1
2. Other programs 1-5
   Undergraduate minor
   Ph.D. Program in Information Transfer

B. Self-Study 1-7

1. Objectives 1-7
2. Short-term goals 1-9
3. Program--General Remarks 1-12
4. Constituencies 1-16
5. Professional Education and the Syracuse Program 1-18
   New media
   Practical skills
   Change agents
   Interdisciplinary context
   New teaching methods
   Research
   Continuing education

II. Curriculum

A. Factual Data 2-1

1. History 2-1
2. Summary of Present Degree Requirements 2-5
3. Comment on Degree Requirements 2-5
   Research and Field Experience
   Advising
   Transfer credit
   Interdisciplinary components
4. Sample Programs of Recent Graduates 2-9
5. Program and Courses 2-23

page

B. Self Study 2-35

1. Curriculum Survey, 1973-1975 2-35
   General comments
   Findings
   Course objectives
2. Summary 2-41

III. Faculty

A. Factual Data 3-1

1. Resumes of Faculty 3-1
2. Faculty Profile 3-60
   Degrees held, fields represented
   Ages and sex distribution
   Work experience
   Years training
   Specialties represented
   Geographic data
3. Courses Offered, Enrollment, etc. 3-65
4. Faculty Advising and Research Supervision 3-70
5. Time Estimates 3-71

B. Self Study 3-73

1. Faculty Qualifications 3-73
2. Faculty Expertise and Program Areas 3-75
3. Priorities 3-76
4. Appointment, Promotion, Tenure 3-78
5. Faculty and Program Development 3-88
6. Salary Comparison--School and University 3-97
7. Faculty Recruitment 3-98
8. Professional and Other Activities 3-100
9. Part-Time Faculty 3-103

IV. Students

A. Factual Data 4-1

1. Number of Degrees Granted 4-1

page

2. Student Enrollment 4-1
3. Student Profile 4-5
4. Admission Policy 4-9
5. Transfer and Advanced Credit 4-15
6. Advising 4-17

B. Self Study 4-21

1. Recruitment of Students 4-21
2. Application of Admission Standards 4-25
3. Comparison with Other Units in University 4-26
4. Financial Aid 4-27
5. Part-time Students 4-29
6. Evaluation of Students 4-29
7. Student Organization 4-31
8. Areas of Policy Review and Change 4-32
9. Alumni Feedback 4-33
10. Student Comment on School 4-44

V. Governance, Administration and Financial Support

A. Factual Data 5-1

1. Organization Chart of University (double page insert)
2. Administrative Officers and Offices in University 5-1
3. The Dean: Qualifications and Responsibilities 5-2
4. Assistant to the Dean 5-4
5. Committees 5-6
6. Support Staff 5-9
7. Financial Data: 1973-74; 1974-75 5-10
8. Budget Explanation 5-35

B. Self-Study 5-37

1. The School in the University 5-37
2. The School Administration 5-39
3. Support Staff 5-40
4. Committees 5-41
5. Financial Review 5-42
6. Other Financial Support 5-48

page

VI. Physical Resources and Materials

A. Factual Data 6-1

1. Space 6-1
2. School Equipment 6-4
3. Audio-Visual Support Services 6-5
4. Computing Services 6-6
5. Library Holdings 6-8

B. Self-Study 6-11

1. Space 6-11
2. Resource Center 6-12
3. Support Services 6-15
4. Computing Services 6-17
5. Library Support 6-19
6. Education Resources Center (ERC) 6-21
7. Other Resources and Facilities 6-24

Appendix A: Curriculum Review Forms

Introduction

We have in this Self-Study Report attempted to make a full and candid analysis of the School of Information Studies at Syracuse University. We have presented the requested data, and in some cases more than requested. We have tried to examine and analyze both the strengths and weaknesses of the School. It must be realized, however, that, because we are a School in the process of change, the report is in a sense a "snapshot" as of the Spring 1975. Additional materials and reports will be available for the Visiting Team at the time of their visit.

Procedures Used in Developing This Report

This Self-Study has been compiled, developed, and written with the cooperation of all full-time faculty members working through appropriate committees, each of which had a least two student members. (Committee membership in Section V.A.5). In addition a Board of Visitors was established and consulted both individually and, on April 4, 1975, as a group. Unfortunately, because of a raging snow storm on April 4th, only three of six members of the Board could be present at what turned out to be a most fruitful meeting. The discussion was so helpful that we intend to continue the Board on a permanent basis, with varying terms to allow for change. The present members of the Board of Visitors are:

Donald C. Anthony, Director of Libraries, Syracuse University.

Walter W. Curley, President, Gaylord Bros., Inc.

Sylvia Faibisoff, Executive Director, South Central Research Library Council, Ithaca, N.Y.

Jonathan A. Freedman, Director of Education and Training, Hutchings Psychiatric Center, Syracuse.

Patricia J. Mautino, Director, Curriculum Resources Center, Oswego County Board of Cooperative Educational Services, Mexico, N.Y.

Gerald Salton, Chairman, Department of Computer Science, Cornell University

Responsibility for sections of the report rested with the following committees:

Overall Planning: Executive Committee, Chairman Taylor

Program Goals and Objectives: Executive Committee

Curriculum: Curriculum Committee, Chairman Atherton

Faculty: Personnel Committee, Chairman Katzer

Students: Admissions, Financial Aid and Advising Committee, Chairman Dustin

Governance: Executive Committee

Resources and Facilities: Executive Committee

In addition a number of specific surveys were made and analyzed by Professor D'Elia: recent alumni (see Student Section IV); part-time faculty (see Faculty Section III); library and other resources (see Resources and Facilities Section VI). The results of a beginning study conducted by two faculty members from outside the School are shown in the last part of the Student Section (IV.B.10)

In addition an extensive survey of the curriculum was conducted by the Curriculum Committee between November and January. The results of that survey are discussed in the Section on Curriculum (III).

Professor Wayne Crouch, Chairman of the Ph.D. Committee had no other committee responsibilities, but participated as a floating member of committees. We have not used alumni on these committees because of geographical distance and because their own professional commitments made scheduling too difficult. Instead we used the mechanism of the Board of Visitors commented on above. (Mautino is alumna of this School as well as part-time lecturer in the School).

Each of the Committees started work on the self-study in the Fall of 1974. Several all day faculty meetings were held to discuss progress: January 31, February 28, and April 4. In all of these meetings, student representatives on the Faculty participated; and in the January 31 meeting, principally on curriculum, five students participated.

Organization of this Report

This report is organized in the six sections recommended by the Committee on Accreditation in the Manual of Procedures. In each of the six sections, the factual portion is on goldenrod colored paper, and the self-study section on white. Each of the six sections have separate numbering, e.g. the Student Section is numbered 4-1 to 4-57, and so on. The separate numbering was necessitated by the need to type and produce sections out of sequence.

The Table of Contents, preceding this Introduction, basically attempts to provide easy access to each of the sections.

I. Program Goals and Objectives

A. Factual Data

1. The following statement of objectives was adopted by the School on November 6, 1973.

OBJECTIVES OF THE SCHOOL OF INFORMATION STUDIES

Objective of the School - To be an effective influence in the changing patterns of information systems through education, research, and regional, national, and international activities and programs.

Note: In this context "information systems" include all activities concerned with collection, storage, packaging, organization, processing, dissemination, and use of information and knowledge. Information systems may be formal or informal, and those who obtain information from a system may or may not be aware of the existence of the system.

A "system" may range from the intrapersonal level to the international; it may include the interpersonal dyad, libraries, computerized information retrieval systems, school media centers, community channels on cable television, independent information brokerage operations, the "invisible college." "cultural memory," museums, archives, and international information systems.

(a) Education

(1) The Master's program of the School is directed toward the education of highly competent information professionals--

--who can participate effectively in the design, development, operation, management and evaluation of existing and potential information systems

--who are capable of working with a variety of persons, publics, and subject interests

--who can creatively participate in the study of the environments within which information systems exist and operate

(2) The Doctoral program is directed toward the education of highly competent behavioral scientists---

--who can be effective teachers in the interdisciplinary field of information studies

--who can advance our scientific understanding of information, its transfer, effect, and utility

--who can design, modify, and implement systems to meet the information needs of individuals, groups, organizations and communities.

(3) The continuing education of professionals

already working in information systems is an important function of the School. Both formal and informal programs are planned to cover current issues and trends.

(b) Research

There are four general areas of research of prime concern to the School.

(1) Advancement of our scientific understanding of information, its transfer, effect, and utility.

(2) Assessment of information needs and communication behavior of individuals, groups, organizations, and communities in the context of information transfer.

(3) The design, analysis, development, and modification of information systems to meet societal needs--local, national or international.

(4) The study of information dissemination agencies in a societal context.

(c) Local, Regional, National, and International Activities and Programs

The School as a whole and its faculty as individuals should be intimately associated with professional programs, systems development, and educational endeavors within the fields of librarianship, information transfer, and communication.

2. The School of Information Studies also has an undergraduate minor in library science in collaboration with the College of Arts and Science for qualified students. At present this requires a student to take 18 credits (6 courses) at the 500-level during his last two years as an undergraduate. This program is under review in the attempt to specify courses in other disciplines, i.e. computer science, psychology, economics, that might broaden the students' background. This is still under consideration and further discussion here would serve no purpose. About 10 students a year are enrolled in this program.

The Doctoral Program in Information Transfer has been in existence since 1969. Two doctorates have been granted to date (Winter 1975) and five others are in the process of completion. The objectives of the doctoral program are stated in the objectives of the School (see 1 above).

I. Program Goals and Objectives

B. Self-Study

1. Objectives

The document - Objectives of the School of Information Studies - was developed first by the Dean in the early Fall of 1973 and, with faculty input, was approved on November 6, 1973. The document grew out of extensive examination of the School and its directions over some six or seven years.

We do not believe this document to be graven in stone. It is to some extent ambiguous: purposely so, because this School is exploring a new geography of interests and it is too early--much too early--to freeze objectives, programs, and attitudes. This does not mean that we are not providing a good and basic professional education. We are: and our recent alumni can attest to this. It rather means that we are sensitive to total context.

This latter point--total context--is an important one and one worth commenting on. We believe that courses are but a part of the program. The School of Information studies is not a factory. The student is not considered an object to be processed, but rather a human being to be valueed. This kind of context cannot be measured or described well; but it should not be under - estimated.

At the same time that the objectives were under consideration, a change of the name of the School was under discussion. In the Fall of 1972, several names were considered but there was no real consensus so the matter was dropped, but informal discussion continued. In the November, 1973 Faculty meeting the name "School of Information Studies" was suggested. In the January 1974 Faculty meeting, the faculty recommended the change in name and that recommendation was forwarded to the Vice Chancellor. The change in name was approved by the Executive Committee of the Board of Trustees in February, 1974 to become effective July 1, 1974.

The change in name to the School of Information Studies is symbolic of what may well be the most significant step the School has made since its founding nearly 80 years ago. It reflects the changes in the composition of the faculty, of the courses and curriculum, and is a gradual process, which will continue for some time.

What it does is to take our attention away from the activities of a single institution--the library--and focus it on the large context of process, of the transfer of information, within which the library is but one part. It also places the School firmly in the mainstream of what will be a major activity of society during the rest of this century--the understanding and management of the transfer of information.

2. Short-term Goals

The objectives stated in the faculty document represent a context within which we develop short-term goals. Specifically we anticipate work and progress, in some cases fulfillment, of the following short-term (i.e. 1-5 years) goals. The list is not complete.

a. Curricular

(1) Review, and revision where necessary, of present courses to match the four program areas discussed in Section on Curriculum. (Started in 1974-75; target date: 1977)

(2) Development of new courses, including integrating courses, as needed (started 1974-75; target date: 1977)

(3) Development of one-credit modules which can be linked to form basic courses adaptable to different career objectives of students.

(4) Intensive utilization of technologies in support of courses.

b. Program

(1) Development of competency-based program for school media specialists, in collaboration with Area of Instructional Technology in School of Education (target date: 1978)

(2) Development of solid, ongoing, and self-supported program in continuing education. (Planning started 1974-75)

(3) Active consideration of additional Master's degree programs, e.g. Master of Philosophy, Master's in Information Studies, or Certificate of Advanced Standing. (target date: 1976)

(4) Development of new frame of reference for undergraduate minor in College of Arts and Sciences (target date: 1976)

(5) Active exploration of joint programs with Schools of Management, Public Communication, Engineering, and Public Administration.

c. Faculty.

(1) Better support services within the School for faculty, e.g. secretarial help, student assistance, and audio-visual services.

(2) Strengthen communication links between part-time faculty and the School (major steps to be taken in 1975-76).

d. Students

(1) Increase recruiting efforts, especially those outside usual library channels (Started in 1974-75).

(2) Increase knowledge of and access to placement opportunities outside library field.

(3) Develop better relationship to part-time evening students for advising and for communication about the School and activities (major steps to be taken in 1975-76).

e. School (Financial and Facilities and Resources)

(1) Active development of research support so that we can attain an annual level of about $300,000 by 1978.

(2) Continual and ongoing development of "hard money" endowment support.

(3) Development of better budget control (major steps to be taken 1975-76).

(4) Development, with University, of better space and location for the School, including class rooms, and laboratories.

3. Program--General Remarks

It cannot be emphasized strongly enough that we are in the middle of profound and significant change. The process of change itself is an education, sometimes in frustration, sometimes fortunately in sudden illumination. For the students who participate in this process, this can become a powerful part of their education.

We believe that the professional skills, knowledges, and attitudes of librarians are needed and useful in many places beyond libraries. Our potential constituency therefore rests on our ability to identify those processes, agencies, activities, and industries where the management, organization, and transfer of information is of prime concern.

Today, in 1975, most of our graduates are employed in libraries. But about ten percent are actively seeking positions in computer-based operations, telecommunications, community organizations, museums, publishing, and as independent information brokers.

By 1980, this figure may grow to as much as fifty percent. We can anticipate some of the following areas and concerns that will attract graduates:

Bibliographic data bases
Quantitative data bases
Museums and archives
Information on-demand companies
Trade associations
Professional associations
Independent information brokerage operations
Community organizations
Urban and regional planning agencies
Community health agencies
Certain areas of the telecommunications industry, such as cable operations in general and public access channels in particular

Our program is based on the belief that, as our society becomes more conscious of information and its processing, there will be an increasing demand for informed and qualified professionals in all of these fields. The profession of librarianship has the skills and knowledges necessary to meet these broader needs. To do this, however, the profession must cut its umbilical cord to the institution of the library.

For the great majority of our students--those who seek positions in libraries--the School fulfills the basic needs in subject matter, methodology, and skills. This is discussed in the section on curriculum that follows. What we add is something special--a sense of movement, a feeling for the broader field, and a sense of excitement. A few brief quotations from letters of recent graduates will illustrate this point.

From a reference librarian in an academic library in Pennsylvania:

> "Having completed my program, I strongly believe that the faculty is the strength of the School and instills in students an interest in and excitement about the information field that seems not to be available elsewhere. I have been rather astonished to discover among fellow professionals in the field a universal attitude that their graduate program was something that had to be endured. This was highly evident when I met all of the members of the internship program at the Library of Congress. Except for the two Syracuse graduates...every one of them felt unfulfilled by their graduate programs. I have made a point of asking professionals from other schools about their reactions to their programs and...all thought the training was well below their capabilities and left them essestially bored with the information field. At ________, everyone is amazed at _______________ and my extremely positive and excitable reactions to our joyous and intellectually stimulating time at Syracuse."

From an alumnus,with advanced degrees in another field, now in a large public library in Texas:

> "I would simply like to say that my education at Syracuse still remains a highlight in my educational career. Talking with recent graduates from schools in this region, I came out ahead...The flexibility of courses was one of the most important aspects of Syracuse's School."

Of course, not all letters are as complimentary, or as quotable. But they do illustrate that for the student who is psychologically and temperamentally prepared, this School is a significant experience. As our Catalog states:

> "We want, and the profession needs, students who are both literate and numerate, who are self-generating and can tolerate some ambiguity. We want students who can grow with us and be sensitive to the changes in the information field. Above all, we are interested in quality."

There are problems. Though they are discussed further in the sections of this report that follow, they are worth brief comment here.

a. As a School in the process of change, we are faced with the question as to what subject areas should be included or excluded from our curriculum. In order to experiment with a variety of subjects and methodologies, we offer a diversity of Advanced Topics offerings (IST 610, 620, 630, 640, 650, 660, 670). This is part of the exploration of our field. A number of new courses have been tested first as an advanced topic: IST 627, Environmental Information; IST 633, Art and Museum Librarianship; IST 685, Community Analysis and the Design of Library Services. This tends to have a certain explosive quality and we now realize the necessity for more structure. This is commented on especially in the section on curriculum.

b. As a private school with high tuition we find it increasingly difficult to compete for good students with other schools in state universities. However, with adequate scholarship aid, agressive recruiting, and an exciting program, we believe we will be able to attract a broader range of students than has heretofore been the case.

c. Sometimes our rhetoric gets ahead of our performance, with consequent disappointment. This can only be solved --if indeed we should solve it--by putting reins on our enthusiasms and by candidness with students.

d. Our facilities and supporting services are not as good as we would wish. This is discussed in the last section of the report on Resources and Facilities.

4. Constituencies

We are a school in the process of change, and one with a variety of professional interests: librarianship, information technology and information science, communication. However, in this document, we are concerned principally with the area labelled "librarianship," conceived broadly, and the self-study will be set within this frame of reference.

It is recognized that as we move on this path, much of student constituency--at least when they apply for admission to the School--see themselves as librarians in a fairly conventional sense. Part of the process, then, of this School is one of encouraging attitude change in students, This is not just an intellectual exercise, but a much more practical one, for many of our students will not find positions in libraries. There is no doubt that the library market for graduates will not grow as it did in the Sixties, regardless of the state of the economy. However, for a variety of reasons, a parallel market will grow in the information industry, cultural institutions, community agencies, national and international agencies, telecommunications, and computer-based retrieval systems. Our students should be ready for these other opportunities.

This is a disappointment to some students who have self-selected themselves for conventional librarianship. It also means that during this period of change this

School has a rather narrow path to tread. On the one hand we must give students the skills, knowledges, and attitudes to work within the framework of existing libraries, at the same time making them aware and capable of working in the larger information profession.

5. Professional Education and the Syracuse Program

Since this total document attempts to answer the formal statements in the Standards for Accreditation (1972), this section discusses our program in the context of "Library Education and Manpower," which was adopted by the Council of the American Library Association on June 30, 1970 (1). Other organizations with which we have close association, e.g. American Society for Information Science and International Communication Association, do not have formal accreditation standards.

In the A.L.A. statement, librarianship is defined as follows:

> "...the term 'librarianship'...is meant to be read in its broadest sense as encompassing the relevant concepts of information science and documentation; wherever the term 'libraries' is used, the current models of media centers, learning centers, educational resources centers, information, documentation, and referral centers are also assumed." (2)

---

(1) The text used here is that one reproduced in Melvin J. Voigt, editor, Advances in Librarianship, vol. 5, Academic Press, 1975, 181-188.

(2) Ibid, 181 note.

In part 4 above, we have commented on our definition of constituencies, which, by extension, is a commentary on the above quotation. For illustrative purposes, the remainder of this section is discussion of our objectives and context of particular items in the A.L.A. statement, especially Nos. 22, 27, 28, 30, 31, 32, 33. We feel that these are statements against which we can, in qualitative terms, measure our total program.

a. "As library services change and expand, as new audiences are reached, as new media take on greater importance in the communication process, and as new approaches to the handling of materials are introduced, the kinds of preparation required of those who will be employed in libraries will become more varied." (No. 22)

We offer the opoortunity for students to develop their knowledge and capabilities in both nonprint media and associated systems as well as in computer-based reference retrieval systems and processing systems. We strongly advise students to develop at minimum a systems knowledge and beginning systems ability so that they can make informed and justifiable decisions. One possible weakness of the program is in the area of media, with the exception of cable television. We are presently discussing with the Area of Instructional Technology in the School of Education a combined program which will strengthen our capabilities considerably. Many of our students currently take courses in instructional technology. We expect this to continue.

b. "Certain practical skills and procedures at all levels are best learned on the job rather than in the academic classroom." (No. 27)

This is of course an old and rather hoary problem. We would like to believe that a program can present principles from which a graduate can develop operational and procedural capabilities when he or she assumes the first job. Unfortunately, this is sometimes not the case. Employers frequently expect professional work when an employee starts. The extreme case is that of the school library media center, where the graduate is often the only professional in the unit and must begin to make decisions and operate systems the minute she takes off her coat on the first day. We do provide the opportunity for formal field work (IST 970), as well as informal field work through regular classes. In the Spring of 1975 we initiated a six-credit field experience for school librarians, which at first blush appears to be highly successful.

We have no simple answer for this question of school versus on-the-job training. We expect to expand all forms of field work in an attempt to answer some of these problems.

c. "The objective of the Master's program in librarianship should be to prepare librarians capable of anticipating and engineering the change and improvement required to move the profession constantly forward." (No. 28)

We believe that parts of our program are concerned with the education of "change agents." Some courses are geared specifically toward this end. The problem, however, is far more complex than mere course work. Tow matters are worth comment. Many librarians, especially at the middle professional level--those who set patterns of operation--are not yet prepared to use effectively the better graduates, and change agents, from present professional programs. The second point is that "change agents" probably cannot be created de novo. This means that more attention should be paid to the kind of person accepted in the program.

d. "In recognition of the many areas of related subject matter of importance to library service, library schools should make knowledge in other fields readily available to students, either through the appointment of staff members from other disciplines or through permitting students to cross departmental, divisional, and institutional lines in reasoned programs in related fields." (No. 30)

We encourage students to take courses in other units at Syracuse. We have dual Master's programs with several departments in the College of Arts and Sciences. We also work closely with the Museology program in the College of Visual and Performing Arts; in fact we are the only school in the country to offer a double Master's in Museology and Library Science. We have mentioned the incipient program development with Instructional Technology. Over the next five years we hope to develop some level of collaborative programs with the School of Management, the Newhouse School of Public Communication, the Maxwell School of Public Affairs, the Department of Electrical and Computer Engineering, the Program in Systems and Information Science, and the Program in Gerontology.

In regard to the other point, our faculty is an eclectic one. Beside library science, the faculty represent expertise in communication, mass media, and computing science. We expect that the position to be filled in the summer of 1975 will add expertise in instructional technology. We wish in time to develop expertise in the management sciences and community analysis and planning.

e. "Library schools should be encouraged to experiment with new teaching methods, new learning devices, different patterns of scheduling and sequence, and other means, both traditional and nontraditional, that may increase the effectiveness of the student's educational experience." (No. 31)

This is a problem we are acutely aware of. A study conducted this winter by the Curriculum Committee indicated that methods used most highly in courses were student-based, though fairly traditional. This is commented on in the Section on Curriculum.

During the summers of 1973 and 1974, small grants from the University's Center for Instructional Development have aided us in designing and testing several modules for our course on the organization of information (IST 503). We are nowhere near where we would like to be. The principal problems are to be able to free faculty time for this specific task, and to have the necessary funding to support an instructional design specialist.

We can expect a major effort in this direction as we prepare for the competency-based certification that will be required by New York State for school media specialists in the latter part of this decade.

f. "Research has an important role to play in the educational process as a source of new knowledge both for the field of librarianship in general and for library education in particular." (No. 32)

We regard research and research methods as an integral part of the program. Research funding from 1968 to 1972 from the National Science Foundation (Improving Access to Libraries, NSF 32382), the Office of Education (Library Education Experimental Project, OEG/0-8-08 0664-440(095), Rome Air Development Center (Syracuse University Psychological Abstracts Retrieval Service, SUPARS, AF-30602-68-C-0613 and AF-30602-70-C-0190) and the National Institutes of Health (granted but not funded due to changes in federal programs) indicate the generally high regard for our research capabilities. The present paucity of federal research funds inhibits development of this capacity. Students, both Master's and doctoral, worked on all of these projects and the by-products, e.g. SUPARS, are frequently used in courses.

Parallel to this and equally important are individual research studies done by students either as part of a class or as a formal Readings and Research course (IST 998). These are not insignificant efforts and are sometimes published. One such paper resulting from a student's research interest won the award as best student paper in 1972 by the American Society for Information Science. Others have been formal studies of ongoing information systems, such as a study of attitudes toward information services in an industrial laboratory, or the systems analysis of a computer-based video tape library. Under a small grant from the Snow Foundation, a total seminar was built around a project of designing a library for a village of 4,000. This meant community analysis, local tax bases, population and demographic predictions, study of reading habits, and, using this data, the development of a final report which was orally presented by the students to the Library Board and interested citizens. This was so successful, that we have now incorporated the idea in a new integrating course (IST 685).

g. "Continuing education is essential for all library personnel, professional and supportive..." (No. 33)

Syracuse University has had a strong tradition in adult and continuing education. And we have over the years participated in various ways in this process. In Spring 1975 we held the Ninth Annual School Media Conference, a one-day program which has attracted as many as 700 people. Until 1973, the School, with support from Summer Sessions, has held a one-day summer conference on a topic of current interest, proceedings of which were published annually.

We are now at the point of formalizing the process. With the appointment of Dr. Ruth Patrick as part-time coordinator for continuing education we are preparing to move strongly in this direction. However, we do not, as educators, know enough about the market for continuing education. What will individual professionals pay for continuing education? What will institutions or agencies pay for staff members to partitipate? What are the rewards - financial and in status - for the individual who undertakes continuing education? The lack of hard data makes commitment to such programs difficult and high-risk. Indications from past experience show a high need for such programs before the fact, but actual participation is frequently disappointing, if not disastrous.

We recognize, however, the necessity of continuing education in the development of qualified personnel to provide library and information services. Changes within our society, the accelerated growth of new knowledge, the implications of new technology, and the increasing demands for additional or changing types of library, information, and communication services have intensified this need. We also recognize the essential role of the School in providing continuing education opportunities. Our faculty have expertise in the educational process and continuing education is a natural component of the broad field of library education.

The continuing education process begins in the M.S.L.S. program where faculty alert students to their need for lifelong education and their responsibilities for continuing education on the job. The process continues as we identify new skills, attitudes and knowledge they need on their job and as we develop quality programs responsive to their needs.

The mission and objects of the Continuing Education Program are:

Mission

To assist library and information personnel in the provision of quality library and information services by providing continuing education opportunities to update their skills, attitudes and knowledge.

Objectives

(1) To assess the continuing education needs of library and information personnel in the geographical proximity of the School.

(2) To assess the state, regional, national, and international market for continuing education programs in subject areas for which our faculty have special expertise.

(3) To identify resources--funding, teaching staff, facilities--for continuing education programming.

(4) To provide programs responsive to identified needs and markets.

(5) To create an awareness and a recognition of the need for continuing education for library and information personnel and to insure that it is an integral part of planning and development in today's changing libraries.

(6) To maximize scarce resources by collaborating with other suppliers of continuing education: the State Library Agency, other library schools, employing libraries, library and information science associations, other units on the Syracuse campus.

The major accomplishments in 1974-75 have been:

Conducted two questionnaire surveys
    --questions on a post-Masters Program sent to all alumni
    --needs assessment questionnaire sent to practitioners in Central New York--jointly sponsored with Central New York Library Resources Council
Interviewed 17 practitioners concerned about continuing education
Submitted three proposals for training institutes to the U.S. Office of Education
Experimented with a new format to accommodate the working librarian--alternate Fridays, 9 to 5, over a semester
Held the Ninth Annual Conference for School administrators and Media staff (450 participants)
Held a one-day workshop on Computer-based Reference Services (to be repeated in Rochester)

Dr. Patrick was invited to two conferences of top leadership in library and information science for the implementation of the Continuing Library Education Network and Exchange (CLENE), the nationwide plan for continuing education sponsored by the National Commission on Libraries and Information Science

Dr. Patrick presented an overview of the Continuing Library Education Network and Exchange, at the annual meetings of the Association of American Library Schools and the New York Library Association.

Plans for the next year are to:

Decide about the desirability of having a post-master's program

Plan continuing education activities for the summer and fall of 1975, and spring and summer of 1976.

Establish a local committee on continuing education for library and information personnel to coordinate the efforts of those now conducting continuing education programs such as Librarians Unlimited, the 3R's Councils, the Onondaga Public Library System, and local chapters of Special Libraries Association, American Society of Information Science, the New York Library Association and State University of New York Library Association.

Work on planning for the public library systems.

In looking for possible directions for the future, possible goals we will explore are:

An additional faculty position would be added to compensate for the time present faculty spend in continuing education activities

The position of Coordinator of Continuing Education would be a full-time, self-supporting position.

Most faculty members would be engaged in some continuing education activity.

Although we accept responsibility in the area on continuing education, our chief priority is the education of M.S.L.S. graduates and we will develop the continuing education program only to the extent that it receives budgetary and administrative support from the University in addition to the budget allocated for the master's program.

II. CURRICULUM

A. Factual

1. History

In 1948, the School of Library Science's proposal for a master's degree program in Library Science was approved by the Board of Graduate Studies. At that time, each student was required to take a comprehensive examination or prepare a master's thesis, in addition to the completion of 30 semester hour credits of graduate courses. A core of seven courses were required.

By 1970, the curriculum was being revised and the requirement of a comprehensive or thesis was under review. Students and alumni were involved as well as the faculty and school administration. Several opinion surveys were made. Only two courses were required, both undergraduate courses, Introduction to Reference and Cataloging and Classification. The comprehensive or master's thesis requirement was dropped in Fall, 1971.

Very shortly thereafter, when course renumbering was being done all over the university, the Faculty approved two new undergraduate courses to replace the two mentioned earlier: Evaluating Information and Information Technology. It was recognized that these two courses were prerequisites to the content of the new curriculum which focused on the clientele of information services and the areas of work as well as the materials containing information. In 1974, these two required courses were raised to graduate level and the degree program, always a 36-hour program, was now all on the graduate level.

The revised curriculum went into effect in September, 1970. One of the significant changes was the elimination of the requirement that all students take seven core courses. As a result, program planning for most new students became more flexible; "students were able to select courses based on their own interests, needs, and goals" (from a letter to the Faculty written by Asst. Dean Allan Hershfield, dated April 27, 1970.) The introduction of this new and more flexible curriculum increased advisor's responsibilities. In the Fall of 1970, the faculty held a three-day workshop where the new curriculum and the role of the advisor was explained. Several faculty presented their views of the curriculum for various career areas.

An insert in the School Catalog in 1971 documented the revised curriculum. For the first time use was made of "Advanced Topics Courses" (610, 620, 630, 640, 650, 660). This was an innovation,for previously we had held to teaching only explicitly defined courses. In addition, doctoral seminars, which formed the core of the new Doctoral Program in Information Transfer, were listed, giving qualified master's students opportunities for advanced research.

In 1972, the School had a new dean and another major curriculum review was undertaken. In a memo to the entire faculty, dated December 27, 1972, Dean Robert S. Taylor asked sixteen "hard" questions, proposed four new courses, and suggested renumbering courses, etc.

The review begun in 1972 is still in progress. With five new faculty (five in three years replacing four resignations or retirements and one new position) an education process began again to involve the faculty and students in a discussion of the goals and objectives of the school, relationships between courses, etc. Lengthy course descriptions (objectives, activities, methods of work) were collected from faculty and evaluations (from students) were collected and distributed freely each semester. The student course evaluations were publicly displayed. In February 1973, Dean Taylor wrote another memo entitled "Eureka! or Radical Thoughts on the Curriculum." Several all-day faculty discussions on the curriculum have been held during the last two academic years. A Curriculum Discussion Seminar series was begun in the Fall 1974. Three meetings attended by all the faculty in residence, discussed specific courses and the methodology to be used in the Curriculum Survey of November, 1974.

In the Fall of 1974, the Curriculum Committee (four faculty and two student members) undertook an extensive survey of the courses in the curriculum as seen by the faculty teaching them. All faculty, regular and adjunct, who had or were teaching courses, were asked to participate in completing the survey instrument entitled Curriculum Review, 1973-1975. This structured survey (see Appendix) collected data on:

---Thematic areas covered in each course
---Topics covered in each course
---Career areas for which course is relevant
---Methods, materials and skills used or developed in course
---Best fit for course in School's four program areas
---Course objectives--Relationship to School objectives

The data collected in this survey have been assembled in tabular form and were made available for computer analysis. An all-day mmeting of the faculty (with students in attendance) was held January 31, 1975 to review the findings of this survey and to continue discussion on the directions curriculum revision should take.

Outcome of this meeting and of the survey were:

a. the viewing of the curriculum as developing in four basic areas and integrating in another area, with basic and advanced courses available in these areas (see Program and Courses section which follows).

b. the dropping of the two required courses (IST 551 and IST 552), because to have required courses in only two of the four areas of the program was inconsistent with our plans for curriculum development.

The Dean's guidance memo, entitled General MSLS Program Patterns and Areas, is included, in revised form, in the factual part of this report. (see A.5 below)

The roster of courses ready for 1975-76 year shows 35 regular courses, seven Advanced Topics areas where courses can be developed, four doctoral seminars open to qualified master's students, a field work "course" (IST 970) and an "independent study" course (IST 998).

The data from the survey covered most of these courses, but not all. The data were reviewed by members of the Curriculum

Committee. The Committee's overview of the career areas, themes and topics in our curriculum are summarized in the following "Evaluation" Section. (see B below)

Suggestions for adjustments in the curriculum were made to the Curriculum Committee during Spring, 1975. Faculty members suggested new courses and course revisions. These were reviewed by the committee using newly established guidelines. The Guidelines include such questions as:

---Is the course as described or outlined appropriate to meet the stated objectives of the School?

---In which of the four program areas or the integrating area does the course fit?

a) Organization of Information And Resources
b) Information Needs and Information Environment
c) Information Technologies
d) Communications, Management, and Research Methods
e) Integrating area: Design, Management and Evaluation of Information Systems and Services

---Is it an introductory or advanced course or integrating course? What competencies or expected outcomes are being stressed?

---What topics are to be covered in the course? Are they timely?

---Does the course duplicate or overlap any other courses in the program? If related to several courses, has a sequence been established for this course with respect to other courses?

---Are there sufficient faculty resources and information resources to support this course in the School?

---If appropriate, the course description should include which procedires, skills or methods are emphasized.

The faculty, and the University Senate, have approved the course changes. The course descriptions in the School Catalog will be revised before the beginning of the academic year, 1975-76. The updated chart and description of Programs and Courses offered by the School appear in Part 5 below.

To summarize the historical section on curriculum development in the school

a) the curriculum changes reflect the faculty's definition of the broad areas of study included in information studies
b) the curriculum reflects the variety of careers under the rubric librarianship and the varied settings for information professionals not located in libraries
c) we anticipate a continuous revision of the curriculum, with input from both faculty and students
d) a parallel master's degree program may be designed.
e) one-credit modules may be developed which will link basic courses in each program area to career objectives of students
f) competency-based education for school media specialists will be developed in collaboration with the Area of Instructional Technology in the School of Education.

2. Summary of Present Degree Requirements---MSLS

The text regarding degree requirements which appears in our current Catalog (Fall, 1974) reads as follows:

... Completion of (or exemption from)two required courses: IST 551 and IST 552...(THIS REQUIREMENT WAS DELETED BY THE FACULTY on Feb. 7, 1975).
... Completion of 36 hours of graduate level course work with no more than 18 hours of course work at the 500 level.
... All courses, including transfer credits, must be completed within a five-year period from the time course work is begun
... No foreign language requirement, comprehensive examination, or thesis

3. Comment on Degree Requirements

No major tracks in course selection are specified and a student, with an advisor, is free to create a program of courses from the roster of courses. Courses in designated areas are recommended for the School Library Media Specialist.

The catalog does describe the maximum load for full-time per semester (12-15 credit hours) and in two six-week summer sessions (6 credit hours each).

A recent Curriculum Committee study of 124 graduates of the school, May, 1973-December, 1974 shows a pattern of courses in their programs. More than 2/3 of the graduates took the following courses:

551-- Evaluating Information
552-- Information Systems Analysis
502-- Reference and Information Services
503--Organization of Information Resources
506-- Management Principles for Information Services
620-- Advanced Topics in Information Resources--content varies
662/4-Media Services (now 505)

More than 1/2 took 607 (Government and Information)

a. Research and Field Experience

The program has no required work experience or research projects as degree requirements. However, field work and/or independent reading and research do form an integral part of almost 1/3 of our students' programs, according to a 1975 study of the programs of 124 recent graduates.

b. Advising--Unifying the Whole

As a Faculty, we have concluded that the strongest single force that can effectively integrate a student's past academic and work experience and the Master's program is the advising system. This one-to-one relationship is the backbone of our flexible program. The opportunity for independent research and field work is arranged in this way:

IST 998 and 970 projects require systematic planning and evaluation on the part of the student, the academic advisor and the faculty subject specialist who supervises a project. Regular meetings between the student and the faculty superivisor are scheduled for each project. These meetings assure an individual approach to each student's needs and interests and often provide the best opportunity to explore professional objectives, philosophies, and career potentials.

Field work is often the first professional experience that exposes the student to a realistic information environment. With the expansion of the school's orientation from library-contained information transfer to a broader, society-based information concept, contacts with the community increased, and students now have the opportunity to do field work with libraries, local government agencies, and community organizations. The faculty member who reviews these experiences with the student has the responsibility to consider not only the project in question, but the knowledge and skills gained in other courses that each student brings to the project.

The academic adviser has to approve each independent project, after being assured that the experience is consistent with the student's total program. Some of the projects help the student to confirm his/her original career objectives; others may result in a change of orientation.

Independent study courses are sometimes followed up by elective courses taken in other departments and schools. This may help the student to gain insight into new developments in other disciplines and professions. The selection of electives and the evaluation of their effect on the student's program are part of the adviser's function.

The integrating effect of advising becomes the most important when the student nears graduation and makes the first decisions of where and how to apply for a professional position. At this time, self-evaluation of expectations and potentials, with the help of an adviser, may provide one of the most meaningful experiences of the program.

c. Transfer credit: Six credits of graduate work done in other institutions taken within five years of graduation from the School may be transferred toward the Master's degree if it forms an integral part of the program and is approved by the School (determined by petition signed by adviser and Dean). According to the Curriculum Committee's recent study of 124 recent graduates, their programs showed almost half had taken advantage of this transfer credit policy and our liberal advising for interdisciplinary components in a student's program. (For complete policy statement on transfer credit, see Student section, IV.A.5).

d. Interdisciplinary Components

Given the interdisciplinary nature of our faculty, a student's program can hardly help but contain courses with a strong orientation in computer science, information science, human information processing, communication research, social psychology, etc. Even with such an integrated interdisciplinary curriculum, students are advised to select related courses in education, instructional technology, management, metropolitan studies, psychology, communications, social work, systems and information science, etc. if in the best wisdom of the faculty advisor it will enhance the student's program objectives. Courses taken in other units of the University, as an integral part of the program plan approved by a faculty advisor, are not considered transfer credit.

Although no formal policy exists, several students have completed a Dual-Master's program in History and Library Science, Anthropology and Library Science, Museology and Library Science.

4. Sample Programs of Recent Graduates

The profiles and programs of recent graduates which follow show the interrelationship of background, courses, research projects, field work, and electives in other fields, integrated by the purposeful planning by the student under the guidance of an advisor. Each profile shows----

---undergraduate major and minor
---work experience
---original career objectives
---characteristic courses and outside electives
---special projects
---career plans upon graduation
---total program approved for degree

Education and training specialist with national computer-based cataloging system

Academic background:	BA in Art history; reading and speaking of French; described background as "broad knowledge of the fields of literature, philosophy and history."
Work experience:	None
Original career goals:	Dual Master's degree in Library Science and Art History; University librarianship in art and aesthetics
Characteristic courses:	Social Science Information Advanced Topics: Art Librarianship Advanced Topics: Automation Computer Applications in the Social Sciences
Special Projects:	As Graduate Assistant, organized a collection of technical reports in library/information science using a modified version of the ERIC thesaurus; volunteer in local museum library
Career planning:	Courses and projects in computerized information storage and retrieval and skill in using APL opened up a new perspective for this student. Before graduation she characterized her professional interests as "Library automation and the broader area of information storage and retrieval, particularly the user-computer interface."

LS 451 Intro to Problems and Research Methodology
LS 504 Development of Library Resources
LS 605 The Social Sciences: Resources
LS 607 Government Publications
LS 650 Adv Top in Automation
LS 620 Adv Top in Bibliography: Art
LS 630 Adv Top in Organization of Information
LS 452 Intro to Information Technology
LS 503 Organization of Info Resources
LS 505 Library in Society
LS 647 Seminar in Library Management
LS 720 Computer Applications in Social Sci.

Cataloger of German and French materials in large research library

Academic background:	BA in sociology, cum laude. Speaking/reading/writing knowledge of German, reading skill in French.
Work experience:	One year of teaching English in German Gymnasium (academic high school); student assistant, especially circulation and other public service, in two different university libraries; recreation supervisor in a children's home.
Original career goals:	Public library service for children
Characteristic courses:	Humanities Information History of Books and Libraries Library Service to Minorities Government Documents
Special projects:	"Reading and Research" course in comparative librarianship, constructing state-of-the-art survey package of readings on crossnational patterns of library services, with critical evaluations
Career planning:	There was a gradual change of emphasis in the studen't interests from public services for children to university and research library work. This change was reinforced by the student's graduate assistantship in the school, her R & R project and her courses. Following graduation she was selected for a U.S. Information Service fellowship in India. Upon return she sought and found a position where she is utilizing her language background and international experience.

LS 407 Reference Service
LS 513 Literature for Children
LS 621 Technical Services
LS 506 Management Principles
LS 607 Government Publications
LS 525 Library Service to Minorities
LS 427 Classification & Cataloging
LS 603 Bibliography of the Humanities
LS 662 A.V. Materials in Libraries
LS 551 History of Books and Libraries
LS 610 Problems in Modern Librarianship
LS 998 Reading and Research--Comparative Librarianship

High school librarian

Academic background:	BA in Political science; some Spanish and introductory level mathematics
Work experience:	None
Original career objectives:	Pronounced interest in the research process and its information support in university and research libraries. However, his application stated: "I would hope to have a number of options open." He was attracted to the school, he added, because of the "close relations between the graduate student and his academic advisor."
Characteristic courses:	No special concentration Advanced topics: Library Automation Environmental Information Governments and Information Non-book Media
Special project:	Participation in a faculty member's research project through an R & R: "Measures of effect and success in document retrieval in centralized academic libraries"
Career planning:	He truly kept his options open and, in spite of his original interest in research librarianship, went imto school library work. However, he did not consider this a temporary solution only. With a positive attitude toward change and professional growth, he acquired School Library certification after graduation with MSLS, and began building a new career.

LS 451 Intro to Problems and Research Methodology
LS 503 Org of Info Resources
LS 614 Adult Reader
LS 620 Environment
LS 603 Humanities Resources and Info Systems
LS 604 National Bibliography

LS 452 Intro to Information Technology
LS 506 Management Principles
LS 650 Adv Top Lib Automation
LS 998 Readings and REsearch
LS 607 Governments and Info
LS 662 Non-Book Media

Staff Development Specialist in a Public Library System

Academic background: BS in Library Science, reading facility in German

Work wxperience: 2 years Assistant Branch Librarian in metropolitan public library system; 3 years public service in a small public library

Original career goals: Prepared herself for both school library certification and for work in a public library; Described herself as interested in the "fascinating behavioral patterns of people."

Characteristic courses:
Humanities Information
Social science Information
Science and technological Information
Government publications
2 courses in the school media field

Special project: Reorganized the periodical collection in the medical and patients' libraries of the Veterans Administration Hospital (in context of a traineeship); bibliographic support to faculty as graduate assistant

Career planning: Came with a well-defined goal to become involved with people-oriented services in either a public or school library. Her pragmatic experience in public libraries had a stronger influence on career formation than her graduate program, which reinforced rather than changed her direction. Her understanding of "operational and managerial problems," gained through her program, was later utilized in a public library administrative position.

LS 603 Bibliography of Humanities
LS 644 School Lib Admin
LS 607 Government Publications
LS 651 History of Books & Libs
LS 654 Library in Society
LS 601 Res Meth in Lib & Info Sci
LS 605 Biblio. of Social Sci
LS 515 Library and the Adult Reader
LS 608 Biblio. of the Sciences
SED 320 Secondary School Curriculum

From Geneseo:
Reference Services
Literature for Children
Technical Services
Classification and Cataloging
Literature for Young Adults

Director of Central Libraries in a public school system

Academic background: BA in classics; reading facility in French, Italian, Spanish, Latin and Greek; speaking ability in French and Spanish. Calculus and analytic geometry

Work experience: Six years in junior college library, including all phases of service; public library reference work and community canvassing; French tutoring

Original career goals: Public library administration: "I would particularly like to learn about the computerisation of our libraries and prepare myself for the expanded role of the public library..."

Characteristic courses:
Advanced Topics: Communications
Communications and Libraries
Library Service to Minorities
Problems in Modern Librarianship

Special project: Survey of the faculty of the School of Library Science (School of Info. Studies) relevant to school objectives, course coverage & faculty research & teaching interests. (In context of the course "Problems in Modern Librarianship.")

Career planning: The special project emphases in some of his courses, and strong activity in the student organization when this school underwent curricular and program changes focused his interest on the educational planning process. It was only toward the end of his program that he gave serious consideration to school library service and, with the help of the advisor, began planning for the necessary preparation in educational and media courses.

LS 451 Intro to Research
LS 502 Bibliographic Control
LS 506 Management Principles
LS 525 Minorities
LS 610 Problems in Mod Librarianship
LS 640 Advanced Communications
LS 452 Intro to Info. Technology

LS 503 Org of Info Resources
LS 515 Library and the Adult Reader
LS 604 National Bibliographic Organization
LS 621 Technical Services
LS 655 Communications and Libraries

Newspaper librarian

Academic background:	Major in English literature, good reading knowledge in French. Particular interest in "new and exciting forms which literature and the media have taken in order to create new perspectives on man and his relationship to society."
Work experience:	Summer employment in a college library
Original career goals:	Largely unformed, not more than a vague interest in "special services" such as bookmobile service.
Characteristic courses:	Social Science Information Humanities Information Governments and Information Environmental Information
Elective:	"The American Newspaper," SU Newhouse School of Public Information, with Ben Bagdikian, author of "The Information Machines."
Special project:	R & R: "How the Ecology Movement Brings Together Newspaper Reporters and Librarians." Involved interviews with publishers, reporters and newspaper librarians.
Career planning:	The elective, the R&R project and additional reading and discussions with faculty members at both the Newhouse School and our School has led the student to a strong identification with the newspaper information field. She looked for no other position and persisted until she became a librarian at a large metropolitan newspaper. At present she also acts as a part-time reporter.

LS 452 Intro to Info Technology
LS 503 Org of Info Resources
LS 504 Dev of Lib Resources
LS 603 Humanities Resources & Info Systems
LS 605 Social Sci Info Sys
LS 607 Government Publications
LS 502 Biblio. Control & Info Services
LS 651 History of Books & Libs
LS 506 Management Principles
LS 620 Adv Top: Info Problems in Enviromental Studies
NEWS 608 American Newspaper

Gerontological Librarian in a large public library

Academic background: Major in English; some French

Work experience: College Library reference service

Original career goals: "Social applications of the methods and philosophies of information work," service to legal aid or consumer advocate organizations.

Characteristic courses:
Information Service to Minorities
Governments and Information
Social Science Information
Environmental Information

Elective: "Environmental Law," SU Law School

Special projects: R & R: Information services to prisoners, and evaluation of literature search and simultaneous work experience in library of a county penitentiary; R & R: Organization of non-book materials, especially cassettes.

Career planning: Hoped to go into prison librarianship. Having moved to another state with spouse, found employment in a large public library as A/V librarian. Within a few months was asked to assume responsibility for developing a community-wide program for the aging.

LS 451 Evaluating Information
LS 452 Info. Technology
LS 620 Community Organization
LS 620 Art & Museum Librarian.
LS 998 Readings and Research
LS 620 Environmental Info.
LS 506 Management

LS 603 Humanities Resources
LS 607 Government Documents
LS 605 Social Science Info.
LS 632 Rare Books and Special Collections
LS 625 Minorities

Children's specialist in a large public library system

Academic background:	BS and some graduate work in Education
Work experience:	Various responsibilities in day care center, a Society for Crippled Children and Adults; Children's home teaching in public school system
Original career goals:	Five years of sustained interest in children's literature has led him to librarianship; hoped to develop programs for children in underprivileged areas
Characteristic courses:	Consulting in Public Library Systems Seminar in Information Systems Environmental Information Governments and Information
Special projects:	R & R: History and development of Children's Literature; exploratory study for proposal to establish an information center for environmental writers
Career planning:	In most courses and projects his special emphasis was on services to children or studies that explored the improvement of such services. After graduation, immediately accepted the offer of a large public library to reorganize the Children's Collection.

LS 451 Intro-Prob and Res
LS 503 Org of Info Resources
LS 607 Governments and Info
LS 614 The Adult Reader
LS 730 Seminar, Info Systems
LS 452 Intro, Info Technology

LS 506 Management Principles
LS 610 Adv Top: Consulting
LS 620 Adv Top: Environment
LS 998 R & R (6) Children's Lit.
(3) Libraries & Newspapers

Indexer at a publishing company

Academic background:	Undergraduate major in English; some French; M.A. in English
Work experience:	Teaching Assistant in Expository Writing; seven years in various aspects of college library work
Original career goals:	Technical services in a university library
Characteristic courses:	Archive and Manuscript Management Rare Books and Special Collections Advanced Topics in Communisations Non-Book Media
Electives:	Introduction to Computer Programming Individual Behavior in Organizations
Special project:	Construction of bibliographic and directory file on "Governmental and International Information on modern China" File in use by Cornell Reference Department
Career planning:	Her original interest in technical services was expanded and her career potential strengthened by a new orientation toward computer-assisted bibliographic work. Presently she works in a computer-based bibliographic system of a large publishing company.

LSC 451 Evaluating Info	LSC 452 Info Technology
LSC 503 Org of Info Resources	LSC 607 Governments and Info
LSC 634 Archive and Manu Management	LSC 640 Adv Top in Communication
LSC 502 Ref and Info Services	LSC 632 Rare Bks and Spec Colls
LSC 662 Survey of Non-Book Media	LSC 506 Management Principles

From SUNY Binghamton: SAT CS-250 Intro to Computer Programming
MBA 305 Individual Behavior in Organizations

Special librarian at a manufacturing company

Academic background: Major in biology, 4 semesters of Russian, some mathematics, and introductory computer course

Work experience: Teaching junior high school science

Original career goals: Medical librarianship or health service information

Characteristic courses: Science and Technological Information
Advanced Topics in Communication
Advanced Topics in Library Automation (2)
Community Organizations and Information Transfer

Special projects: Reading and Research course in medical librarianship, combined with working at a medical school library; evaluation of user interests in medical reference work; evaluation of the library and information service of a drug manufacturing company.

Career planning: The second project formed a transition in the student's interest from medical librarianship to information service in industry. His basic orientation toward information work with a small specialized clientele was strengthened by both projects.

LS 451 Eval Information
LS 503 Org of Lib Materials
LS 608 Science and Technology
LS 650 Adv Top: Lib Automation
LS 998 Readings and Research
LS 504 Acquisitions
LS 620 Community Organizations and Information

LS 452 Technology in Library
LS 506 Management
LS 640 Adv Top: Communication
LS 650 Adv Top: Lib Automation
LS 998 Readings and Research--Library Evaluation

Fine Arts Librarian at a public library

Academic background: BA in History with a minor in German Literature; recipient of scholarships and other honors

Work experience: Four years of various library functions at a major research library

Original career goal: "Rare books and manuscripts, art, music, and film libraries."

Characteristic courses:
Humanities Resources and Services
National Bibliographic Organization
Science and Technological Information
History of Books and Libraries
Archive and Manuscript Management
Art and Museum Librarianship

Special projects: Reading and Research: Indexing for publication of a manuscript; preparation of a bibliographic handbook to Fantasy in Modern Literature and Visual Arts
In connection with the Archives course a research project on original German language art materials was conducted.

Career planning: The major interest of the student is in the relationship between the visual arts, music, and literature, and he was looking for a position in a service-oriented institution with a chance to develop new community programs that would combine these interests. The position provides this opportunity.

LS 451 Eval Information
LS 452 Information Tech
LS 503 Org of Info Resources
LS 603 Humanities Resources
LS 604 National Bibliographic Org
LS 608 Scientific and Tech Info
LS 620 Adv Top: Art and Mus Lib
LS 624 Problems in Cataloging
LS 634 Archive and Manuscript Man
LS 651 History of Books and Libs
LS 998 R & R: Indexing for Publication
LS 998 R & R: Topical Bibliography and Locator for Special Collections

Librarian-Registrar at a University art collection

Academic background:	BS in Psychology and graduate courses in psychology and art history
Work experience:	Occasional jobs, including three months as a bi-lingual assistant in a store in Florence, Italy; volunteer work in social agencies.
Original career goal:	"Fine Arts Librarian, and hopefully international exchange services with Italy."
Characteristic courses:	Humanities Resources and Services Economics of Publishing Rare Books and Special Collections Art and Museum Librarianship Non-Book Media Survey
Special projects:	A survey of computer applications in museums (published); practice work in the library of the Syracuse University Art Gallery, including the development of an art reference collection
Career planning:	The courses taken in the MSLS program confirmed the desire to change from social work to a career in art librarianship. The present position was attained on the basis of both the courses and the practive work.

IST 451 Evaluating Info
IST 452 Info Technology
IST 503 Org of Info Resources
IST 603 Humanities Resources
IST 614 Adult Reader
IST 620 Adv Top: Economics of Pub.
IST 620 Adv Top: Art and Mus Lib
IST 632 Rare Books
IST 662 Non-Book Media
FIA 550 Illuminated Manu
PSY 680 Cognitive Development
SWK 621 Human Beh and Social Environment

Curator in Charge of Library Collections and Gallery Education at a State Art Center

Academic background:	BA in Art History, MA in Musecology, one semester in Florence, Italy
Work experience:	Research assistant and assistant to reference librarian
Original career goal:	"Research and/or reference librarian for a university or a more specialized art library."
Characteristic courses:	Humanities Resources and Services Art & Museum Librarianship History of Books and Libraries Survey of Non-Book Materials Media for Children
Special projects:	Reading and Research (6 credits)--Development of a Handbook for small museum libraries without professional staff; in connection with Art and Museum Librarianship recommendations for the organization of exhibition catalogs and ephemeral materials at the Syracuse University Art Center; in connection with the History of Books and Libraries, an annotated bibliography of publications on preservation and restoration.
Career planning:	The combination of the musecology and library science courses, taken simultaneously, proved to be excellent for various museum positions. The particular position as curator/educator was accepted bacause of the student's interest in both the organization of art materials and the development of creative art programs, especially for children.

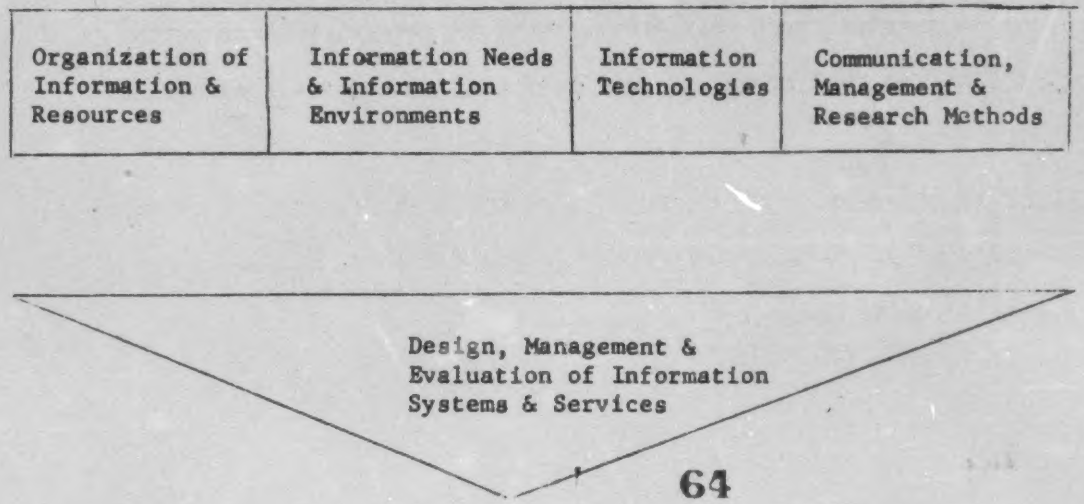
LS 451	Evaluating Info
LS 452	Info Technology
LS 506	Management Prin
LS 620	Adv Top: Environment
LS 620	Adv Top: Art and Mus Lib
LS 651	History of Books and Libs
LS 660	Adv Top: Work w/Children
LS 662	Non-Book Media
LS 998	Readings and Research

From Louisiana State University: Reference and Bibliography Resources in the Humanities

5. Program and Courses

The list of courses in our current school catalog has been revised by the Faculty this spring. The following "Program and Courses" will appear in a revision of the catalog, to be published during the Summer, 1975. Basic courses (500 level), advanced courses (specialized subject or type of information service or type of clientele--600 level), and "Advanced Topics" courses in several areas (with specific content of these repeatable courses varying from semester to semester, depending upon the interests of students and faculty) form the curriculum of the school. Most of the basic and advanced courses are offered at least once a year, often in multiple sections.

The program for the first professional degree (M.S.L.S.) has no required courses. However, courses are viewed as being in one or more of four areas, with several integrating courses to bring together the skills, knowledges, and attitudes attained in other courses. Such integrating courses are focussed on the design, management, and evaluation of particular information agencies of information processes.


Organization of Information & Resources
Information Needs & Information Environments
Information Technologies
Communication, Management & Research Methods
Design, Management & Evaluation of Information Systems & Services

Some courses are introductory; others are on the advanced level, including clusters of courses for a particular specialization, such as school media specialist. All the courses in the program are intended to enhance the scope and range of the information professional. Content of courses may appear to represent the subject matter of several disciplines, e.g., computer science, social sciences, librarianship, statistics, communications research, humanities,management science. Some courses may focus on certain institutions, e.g., the library, the museum, the computer utility, the community, the school. Other courses may emphasize process, e.g., information-seeking behavior, community organization, information needs.

In all courses the attempt is made to understand the role of the information professional in various contexts and to use the knowledges of various disciplines to provide a frame of reference.

It is strongly recommended that all students take at least one course in each of the four areas, unless they have had previous training or experience. It should be noted that some courses are prerequisite to others. Obviously career objectives and the opportunities for specialization may determine a student's program. The open curriculum of this School requires careful planning with an advisor so that a student will take maximum advantage of his time in the program.

The following list of courses by area is a display for guidance purposes only. Courses may appear in several areas because their content overlap the subject matters.

Organization of Information & Resources	Information Needs & Information Environments	Information Technologies	Communication, Management, Research Methods
Introductory Courses			
502	504	552	506
503	618	553	551
505			552
Advanced Courses			
603	605	$\boxed{630}$	616
604	607	$\boxed{640}$	$\boxed{640}$
605	608	$\boxed{650}$	647
607	$\boxed{610}$	657	$\boxed{650}$
608	614	658	670
611	617	$\boxed{660}$	700
612	$\boxed{620}$	730	710
613	625		720
$\boxed{620}$	627		
$\boxed{630}$	$\boxed{640}$		
632	641		
633	642		
634	651		
	700		

Integrating Courses*

501
$\boxed{610}$
615
682
685
970
998

☐ Advanced Topics Course (content varies from semester to semester. Check description available at preregistration time.

* A course that looks at entire information field or utilizes the four program areas to examine, analyze, design and especially evaluate a particular information agency or information process.

COURSE DESCRIPTIONS

IST 501. Introduction to Librarianship (3)

An introductory survey of the history, scope, principles and practices of librarianship in the U.S. Current trends, problems, and projections of various types of libraries and information systems are considered in a contemporary context.

IST 502. Reference and Information Services (3)

Analysis of concepts and principles of bibliographic organization and control. Consideration of the reference function of libraries in terms of objectives, sources and services.

IST 503. Organization of Information Resources (3)

Introduction to organization of bibliographic knowledge and materials with emphasis on principles and practices in libraries. Includes descriptive and subject cataloging, classification, and indexing.

IST 504. Development of Library Resources (3)

Selection, evaluation, and distribution of print and non-print materials. Analysis of community needs for developing policy statements used in collection building.

IST 505. Introduction to Nonbook Media Services (3)

Overview of various aspects of nonbook media in library and information services. Development of theoretical and practical bases for design, development, and management of nonbook media services. (Corequisites: 502, 503.)

IST 506. Management Principles for Information Services (3)

Basic management science and administrative problems, with special emphasis on the management of libraries and information centers.

IST 551. Evaluating Information (3)

Developmant of a critical approach for evaluating literature in the field of information transfer and librarianship. The nature of evidence. Strengths and limitations of science as a method, and other ways of knowing.

IST 552. Information Systems Analysis (3)

The study and analysis of information systems. Use of methods and techniques for analysis, development, and evaluation of information systems. Discussion of computer, communication, and microform technologies in information systems.

IST 553. Information Transfer: Technologies and Impact (3)

Historical development of information transfer technologies and their implications for society, such as questions of privacy, information overload, and social dissonance. (Prerequisite: IST 552 or permission of instructor)

IST 603 Humanities Resources and Information Systems (3)

Study of sources, communication channels, and research and service needs in the humanities. Includes publishing, museum programs, and government and foundation activities.

IST 604. Cultural Area Materials (3)

Information and library services for populations with various language backgrounds. Resources for cultural area studies and research. Structure and channels of information distribution by and about various countries and areas.

IST 605. Social Science Information (3)

Study of content and structure of bibliographic and other information resources. Communication channels for social science information.

IST 607. Governments and Information (3)

Relationships between governmental processes and the availability of public information. Intergovernmental agencies and federal, state, and local governmental units as resources of published and unpublished information.

IST 608. Scientific and Technical Information (3)

Role of physical and life sciences and technology in society. Structure and communication channels of the scientific community. Research trends, user needs, information systems in selected disciplines and interdisciplinary areas.

IST 611. School Reference Services (3)

An overview of reference sources required to meet information needs of students and teachers in elementary and secondary schools. Methods of interviewing, providing information service, and teaching the use of media.

IST 612. Media for Children (3)

Evaluation, selection, and use of various media to meet the curricular and personal needs of children. Study of the interests of children from preschool age through young adolescence.

IST 613. Media for Young Adults (3)

Evaluation, selection, and use of various media to meet the curricular and personal needs of young adults. Study of interests of adolescents.

IST 614. The Adult Reader (3)

Analysis of factors influencing voluntary reading; intellectual freedom and the reading public; reading as an instrument of social progress; mass media and the reader.

IST 615. Comparative Librarianship. (3)

Comparison of library and information systems with emphasis on underlying principles in various conntries and societies. Analysis of selected library and information problems in the context of political, cultural, and social background.

IST 616. Management of School Media Services (3)

Planning and implementation of programs of service for children and young people in elementary and secondary schools. Role of school media program in education.

IST 617. Story Hour (3)

Selection and presentation of stories for children as a function of public school libraries; source material; selection of stories for children of various ages; methods of learning and practice in story telling.

IST 618. Information Needs of Society (3)

Study of society's needs for information services. The librarian's current and potential interaction with political, social and cultural agencies. International in scope.

IST 625. Minorities: Library and Information Services (3)

Study of the information-communication behaviors and needs of minority groups. Reaching minority groups with library and information services.

IST 627. Environmental Information (3)

Information use and social action in environmental studies, a multi-disciplinary field. Considers information-generating and information-seeking behaviors of public interest groups, and problems of selection, organization, and dissemination of environmental information.

IST 632. Rare Books and Special Collections (3)

Principles, methods, and techniques of rare book management. Includes development, bibliographic services, the antiquarian booktrade, and significant collections.

IST 633. Art and Museum Librarianship (3)

The production and dissemination of art publications and pictoral materials, documentation and access to resources, acquisition and organization of resources, and the management of art and museum libraries.

IST 634. Archive and Manuscript Management (3)

Principles, methods and techniques of archival management. Includes development, preservation, organization, description, and service of collections.

IST 641. Behavior of Information Users (3)

Factors affecting people's information seeking and information handling behavior. How attitude formation, perception, introduction of innovations, and other social influences modify an individual's communication patterns. Critical examination of studies in the social sciences.

IST 642. Community Organizations and Information Transfer (3)

Community organizations as producers and consumers of information. Topics include information policies and programs, individual access to information, legal aspects, multi-institutional information sharing, expertise indexes, information counselling and referral.

IST 647. Seminar in Library Management. (3)

The theory and principles of administration as it applies to the management of libraries. Covers administrative relations, policy and decision-making, communication, coordination, systems analysis, staffing, financing, evaluating, and other problems.

IST 651. History of Books and Libraries (3)

Development of the recording, organization, and preservation of information and the role of librarians from ancient times to the present. International in scope.

IST 657. Basics of Computerized Retrieval Systems (3)

Study of an interactive programming language and on-line information storage and retrieval systems, with emphasis on developing programming skills as applied to retrieval system design and evaluation. (Prerequisite: IST 552 or permission of instructor)

IST 658. Advanced Computerized Retrieval Systems (3)

Design and implementation of an information retrieval system, based on an analysis of a specific user group and their requirements, available computer capabilities and budgetary constraints. (Prerequisite: IST 657 or permission of instructor)

IST 682. National and International Information Policies (3)

The role of information in economic and social systems. Development and major issues of national information policies in various countries. Contribution of international organizations to policy design and coordination. (seminar) (Prerequisite: IST 501 and 552 or permission of instructor)

IST 685. Community Analysis for Designing Library Services (6)

Through an evaluation of existing services in terms of user/non-user survey and analysis of community characteristics, design for new and improved library services is developed. (Permission of instructor)

IST 700. Seminar in Behavioral Sciences (3)

Study of selected areas within the social-behavioral sciences with particular emphasis on the relationship of these fields to the diagnosis of information needs, and the collection, storage and dissemination of information. May be repeated for credit.

IST 710. Practicum in Research (3)

Practical experience in the research process. Students write proposals, discuss ongoing research, prepare critiques of research designs, and engage in all aspects of the research process. May be repeated for credit.

IST 720. Seminar in Research Methods (3)

Principles and application of appropriate research techniques including probability and statistics, sampling theory, operations research models, survey techniques, interviewing, observation, and experimental design. Problem formulation, proposal writing, preparation and presentation of final report. May be repeated for credit.

IST 730. Seminars in Information Systems (3)

Theory and practice in the analysis, design, management, and evaluation of existing and hypothetical information systems including computerized storage and retrieval systems, libraries, management information systems, and networks. May be repeated for credit.

IST 970. Field Work (1-6)

Participation in a supervised and evaluated field experience.

IST 998. Readings and Research (3,6)

Research, writing or an information service oriented project followed by critical evaluation. Requires prior approval of proposal by instructor and advisor. May be repeated for credit.

ADVANCED TOPICS COURSES

The specific content of the courses below varies from semester to semester, depending upon the interests of students and faculty. Students are advised to consult the instructor at registration to determine course content for that semester. The course may be repeated for credit where topic is one not previously taken by the student. Some examples of current offerings are included.

IST 610. Advanced Topics in Information Services (3)

Topics may include the development, design, and evaluation of information services on the local, national and international level; the publishing and information industries; professional development.

Economics of Book Publishing [illegible]

An intensive analysis of the economic structure of the publishing industry, both here and abroad; authors, agents, reviewers; editorial practice; marketing, promotion and sales; special types of publishing; bookselling; the antiquarian trade; library book trade relations. Students will be required to develop a report, based on a type of book of their choice, of the complete publishing process including author contract; editorial patterns, production decisions such as type face; illustrations, paper, binding; printing methods; cost calculations, marketing and promotion.

IST 620. Advanced Topics in Information Resources (3)

Topics may include the study of specialized information resources and systems in medicine, law, music, etc.; community organizations as information resources; specialized resources and systems in government, industry and education.

IST 630. Advanced Topics in Information Organization (3)

Topics may include the organization of bibliographic information in libraries, information centers and retrieval systems; vocabulary control in information retrieval systems; classification theory; problems in the organization of media.

Vocabulary Control in Bibliographic Retrieval Systems

Searching merged bibliographic data bases in computer-based systems has highlighted the vocabulary differences which pose problems of access to the literature. Real search output, thesauri, and various search strategies will be examined and alternate courses of action to optimize search results will be explored.

Computer-Based Reference Services

Search and retrieval systems with multiple data bases; searching with natural or controlled language; on-line versus manual searching; evaluation procedures, measures, and results; changes in library reference services due to on-line retrieval systems; redesign of existing on-line systems/data bases.

IST 640. Advanced Topics in Information Transfer (3)

Topics may include human communication on both social and interpersonal levels; information needs and behaviours; social input to information systems design; communication networks; mass media and information transfer; transmission of cultural values by mass media.

Interpersonal Communication Variables and Information Service

The goals of the seminar will be (1) to identify those communication variables which are most important in insuring effective person-to-person (professional to client) service in an information agency and (2) to explore techniques that can be used to train students to be more effective professionals in such situations.

Cable Television and Information Transfer

Cable television as a unique medium technology recently come to prominence; history and present state of cable facilities, with the economic, legal and media industry-related implications of cable growth. The issues involved in cable introduction to various size communities, system uses and abuses, and social implications for the future will equip the students with a more than basic understanding of this new phenomenon.

IST 650. Advanced Topics in Information Systems (3)

Topics may include the design, analysis and evaluation of retrieval systems; computer file organization; automation of library processes; information systems analysis; information management systems; national information systems planning.

Evaluation of Information Systems

Development of evaluative procedures for various types of formal information systems, such as libraries, information retrieval systems, and interactive question-negotiation systems.

Library Automation

The course is designed to familiarize students with data processing techniques and to explore the capabilities, limitations, and problems associated with electronic data processing in libraries. The emphasis will be on the feasibility, design, and implementation of batch processing sub-systems such as acquisitions, serials, cataloging, processing and circulation.

IST 660. Advanced Topics in Media Use (3)

Topics may include innovative uses of media in schools and community organizations; relationship of media services to school curriculum; work with children; district and regional school media services.

District-Wide and Regional Library Media Programs

Study of emerging regional services and their relationship to and impact on the local and district programs. Identification of their goals, collections services and user relationships.

Work with Children

Library work with children, preschool through eighth grade. Emphasis will be on process rather than materials. Course will be tailored to student interests and needs. Potential topics include: the environment for trust and exploration, establishing meaningful relationships with children,and adults programming, exhibits, cooperation with other agencies, participatory democracy in the children's room, projects.

IST 670. Advanced Topics in Research Methods (3)

Research methods as used in information studies. May include designs for survey, experimental or historical research; data collection. Statistical methods, content analysis, computer simulation, and model building.

B. Self Study

Curriculum Survey, 1973-1975.

Student input, both formal and informal, has been a tradition in this School. Since 1968, the Student Coordinating Committee (SCC) has devised and administered student evaluation forms, which they analysed and sent to the Dean and the faculty member evaluated. Several faculty members have made use of the University's Psychological Testing Service which administers and analyzes a standardized evaluation form. The Center for Instructional Development on campus provides a Mini-evaluation form which can be used for sub-units of a course. The Curriculum Discussion Seminar series has provided a forum for an open discussion of courses among the Faculty.

a. The Survey--General Comments

Not until the current curriculum survey of content (see instrument in appendix) had there been a total curriculum review and analysis. The survey had some obvious weaknesses which should be noted so that the observations may be read with an understanding of these weaknesses.

1) Not all courses were surveyed. Several courses, especially in the school media area (IST 611, 612, 613, 616, 617) were taught by part-time faculty this year, because of the retirement of Professor McGinniss in Summer 1974, with no replacement in 1974-75.

2) Faculty members were asked to respond to a check list of terms which described themes, topics, and careers germane to the information profession. No definition for these overlapping, often ambiguous, terms was attempted. Feeling that "meanings are in people," we merely hoped to cluster faculty who indicated that these terms had some meaning to them and were relevant to their course offerings.

3) Topic relevance to a course is also a very subjective assessment. To say something is highly, or primarily, relevant, or secondarily relevant, may be a difficult distinction. Nevertheless, we feel the instrument did highlight which courses are more on target for a student with a particular career objective, or a student interested in one topic more than another.

b. Survey Findings

The findings of this survey are still being "chewed on," but some observations were made by members of the Curriculum Committee from a preliminary examination of the data.

1) One program area of the curriculum, namely Information Technology, was not strongly represented as a primary area for any member of the faculty. Few courses fall primarily in that area. The Faculty have since introduced a sequence of two courses (IST 657, 658) in this area and another related to technology and its impact (IST 553).

2) Every career area in the list seems to be well represented with at least five courses in the curriculum for that speciality, but not every career is represented by courses on the Advanced Topics level. There is a diversity of interpretation of the "library/information/communication" professional, with "librarian" being represented the strongest (56% of the surveyed courses relate primarily to this career). A student interested in "information system design" would also find an abundance of courses, while a student interested in music librarianship would find the fewest course offerings.

3) The school media courses were not well represented in this survey due to the fact that only adjunct faculty were offering such courses and they were not systematically surveyed, as were the regular faculty. Our specialist on the faculty retired in August, 1974 and the position will be filled in the Fall, 1975.

4) The thematic areas most represented as primarily relevant are library services, dissemination of information, retrieval of information, and communication. All thematic areas are represented in at least two courses, with as many as 27 courses in one area, with an average of 13 courses (23%) per theme. The thematic areas represented by only a few courses include: scientific information and social science information.

5) Each of the topic areas mentioned in the curriculum review is covered by at least two offerings within the School. One topic

area (Users) is covered in various ways by 35 separate courses (61%) of total course offerings). The remainder of the topics are covered by a range of 3 (5%) to 27 (47%) with a mode of 10 (17%). The 68 specific topics mentioned in the questionnaire were augmented by 30 additional topics listed by faculty members under the rubric "Other," e.g., consumerism, privacy, value systems, and cable television.

It is obvious that the thematic areas most consistently cited in the reivew (Library Services, Dissemination of Information) are represented most frequently within the topics mentioned (Users 61%, Information needs 47%, Information Resources 42%).

6) The methods of instruction and learning include a wide variety. Those most often used are:

	Rank	Cited
Lectures	1	29
Oral presentation	2	25
Small group discussion	3-5	23
Critiquing	3-5	23
Private guidance	3-5	23
Analytic exercises	6	20
Term paper	7	20
Small group project	8	19
Bibliographic searching	9	18
Individual study	10	17

The methods least often used are:

Case studies	20	8
Interviewing	21-22	7
Simulation games	21-22	7
Other	23	5
Peer evaluation	24-25	4
Diary keeping	24-25	4
Leadership training	26-27	3
Role playing	26-27	3
Diagnostic tests	28	2
Term glossary	29	1

Except for lectures, the group of methods used most tends to create a student-based and student-oriented learning environment. Lectures are never used alone as a method. The specialized skills for future professional roles (peer evaluation, leadership, role playing, simulation games, and interviewing) appear in as many as three or four courses. A central group of methods highly used (but not the most highly) not illustrated above, show the use of several methods common to higher education in general, e.g. objective tests, field work, computer use, bibliographic compilation, use of A-V materials, data collection, quantitative exercises. Computer usage, for example, was used in nine classes.

c. The Survey--Course Objectives

The survey of course objectives and their relationship to the stated School objectives is not complete. However, the following statements from several of the fifty courses are indicative of the ways faculty members have designed courses to achieve objectives of the School.

School Objective A: Students will be able to participate effectively in the design, development, operation and management, and evaluation of existing and potential information systems.

IST 503	Atherton	To analyze a situation before deciding on means of organizing information resources.
IST 551	Cook Crouch Katzer Genova	To develop a critical model in order to assess and evaluate information and apply that model to journal articles; student should understand how other people and themselves are affected in their acquisition of evidence through (a) selective perception, exposure, etc. (b) use of inference, (c) use of language and (d) other biases.
IST 552	D'Elia McGill Patrick	To recognize the need for a systematic approach to the understanding and alteration of an information system; identify the tools available to a systems analyst and further be able to identify situations where these tools will apply; identify the assumptions and constraints of systems analysis and its associated tools; actually have applied the skills obtained in an appropriate environment; identify the major concepts, terminology, and information system applications of computer, micrographic, and communication technology.
IST 607	Dosa	Analysis and use of bibliographic sources for government publications; facility in tracing legislation and in the compilation of a legislative history, experience with other types of legal sources; ability to identify the role of gevernments in current research and to use research reports as information. Determining information needs of people; attitudes toward governmental information and documents; characteristics of data bases and information resources produced by governments and their effect on their use; the role of libraries and other agencies as links between people and government information; the Public Information Act, its intent and reality; user communities: individuals, public interest groups, library and information systems, national networks, the international non-governmental organizations.

IST 618	Taylor	To derive criteria and guidelines of information needs useful to the design of information systems and services.

School Objective B: Students will be able to work with a variety of persons, publics, and special interests.

IST 605	Atherton	Participant will investigate a special user group to determine what social science sources and services should/could be provided by a librarian/information counselor. A project to provide such a service on a short-term basis or a plan for a library program will be evidence of this skill.
IST 627	Dosa	To develop awareness and understanding of specialized or cross-disciplinary information user groups and their information gathering habits; to identify specialized or cross-disciplinary areas within the general field referred to as "environmental studies" or "ecology;" To investigate a selected field in order to detect patterns of publication, resources and bibliographic control; to gain insight into the inter-relationships between human, organizational and media resources.

School Objective C: Students will be able to study the environments within which information systems exist and operate.

IST 608	Dosa	To build up background information relevant to the understanding of the problems and implications of scientific communication by introducing students to: a) the role of science in contemporary society, b) the interaction of specific disciplines and the emergence of inter-disciplinary areas, c) the structure of the research establishment, with particular reference to the U.S., d) the needs of the scientist as generator and user of information.
IST 610	Patrick	(Interlibrary Cooperation) Identify forces for and against interlibrary cooperation and information networks; identify major events

and their contributions to interlibrary cooperation and information networks (e.g., regional bibliographic centers, the Farmington Plan, MARC, the National Commission on Libraries and Information Science, developments in computer and communication technology); use a systems approach to analyze, design and evaluate cooperative programs; outline the current status of cooperative programs such as FAUL, NELINET, OCLC, CONSER, the NCLIS national program for library and information services, the 3R's systems in New York State; identify the major literature in the area of interlibrary cooperation and information networks; identify the impact of commercial firms such SDC and Lockheed on information networks; outline the current status of cooperation in various types of libraries--academic, public, special and school.

IST.618	Taylor	To heighten individual awareness of information need and information behavior; to develop a structure for the analysis of different kinds of information needs and information environments; to study the role of and the need for information in a variety of specific contexts, e.g., scientific research, engineering development, urban residents, etc.; to develop a taxonomy of the variety of information environments.

2. Summary

There is a healthy environment in the School because we allow much flexibility, informality and course options. For students who require structure and set requirements, this situation may come as a shock and a challenge. However, it provides an opportunity to broaden their horizons, change a narrow focus of bias, and stretch beyond rigid stereotypes of library work. For those students who come without aims other than some job after graduation, it may leave them confused and unsettled until they identify with some of the models provided by the faculty, visiting lecturers, etc.

The disciplinary and professional characteristics of the Master's curriculum collectively attest to a society-based concept of information transfer, with which our best graduates identify. If this holistic perspective is reflected in courses, course-related activities and "Reading and Research" projects, it will also increasingly permeate the thinking that guides the selection and planning of a career. Our students have the opportunity to collaborate with a number of community agencies and organizations in the desigh of new information systems or the remedial analysis of existing ones when they do field projects. We see some of the following advantages in such a focus:

1. The educational value of applying communication and systems design skills in a real situation, that is not necessarily library-related.
2. Feedback on the student's skills and underlying theoretical thinking from an information user group.
3. Exploration of new approaches and methods that may enrich the student's total understanding of information utilization.
4. Experiences that may influence the formulation of professional objectives.
5. Study of human attitudes toward library and information behavior.
6. Opportunity to be a participant observer, i.e. ability to remove oneself from a situation and evaluate it, at the same time one is involved in it.
7. Insight into special information environments, their culture, language, legal restrictions, reading habits, organizational characteristics, and human implications (e.g., prisons, nursing homes, etc.)

To accommodate change we must be in a state of change, and we are. Our commitment to a study of the information needs of different clienteles in different environments forces us to expand our faculty expertise into areas of the behavioral sciences, communications research, and information technology. The "core" of the programs of our graduates, each free to choose their particular mix of courses, shows a concentration of courses which cover basic principles of librarianship (cataloging and classification, reference service and bibliography, management principles). These courses cover the principles common to all types of libraries and recognize the usefulness of these principles and skills in information services beyond library walls.

A picture of the total learning experience and curriculum which is a "unified whole" is illusive, for there is no one "whole." The listing of all the courses or those taken by a majority of the graduates presents only part of the picture. We have seen how the impact of one or two courses on a student's career objectives may be greater than all the courses taken. We try very hard to accommodate that kind of experience.

The Curriculum Survey showed greater stress on methods which emphasize principles and skills rather than routines, passing exams, etc.; research findings and original thinking rather than rote learning. By stressing student involvement in learning activities, a respect for continuous professional growth and self-evaluation is shown. The student-faculty contacts are many in our school through advising, one-on-one research projects, and small group activities.

Our school's curriculum is under continuous review through a myriad of channels which allow students, fellow faculty, alumni, and employers to be heard. Not only the Curriculum Committee reviews the curriculum,but so do open forums of students, faculty and alumni. We have held such forums frequently in the last five years, and we see no signs of abatement.

A healthy environment, an expanding constituency, a continuous review of our aims and plans for implementation help us maintain a vibrant professional school.

The short term goals mentioned in an earlier section and our over-all objectives attest to our commitment to advance librarianship and expand our efforts into the entire world of information systems and services.

III. Faculty

A. Factual

1. Resume of Faculty

Model of Faculty Vita Sheets

1. Name
2. Current/title, date of appointment
3. Nature of appointment
4. Rank and date of initial appointment
5. Educational background
6. Areas of special competence
7. Work experience in libraries
8. Work experience other than in libraries
9. Publications
10. Research activities
11. Honors received
12. Activities in professional organizations
13. Local institutional activities
14. Civic or other activities

Allen, John C.

2. Assistant Professor, September 1951

3. Full time, regular, tenured

4. Assistant Professor, September 1951

5.

5.	University of Illinois	Library Science	MS	1951
	Syracuse University	Library Science	BS	1942
	Syracuse University	Education	BS	1939
	Cortland State Normal	Education	3 yr. diploma	1931

6. Cataloging, Classification, Adult Reading, School Media

7.	Assistant Professor	School of Information Studies, Syracuse University	1951-
	Assistant to the Dean	School of Library Science Syracuse University	1948-1950
	Assistant to the Director	Syracuse University Library	1947-1948

	Librarian	Triple Cities College of Syracuse University Endicott, New York	1946-1947
	High School Teacher/ Librarian	Mt. Upton Central School Mt. Upton, New York	1939-1942
8.	Public School Teacher	Preble School District #2 Preble, New York	1931-1939

9. None

10. None

11. Pi Lambda Sigma - library science honorary
Beta Phi Mu - library science honorary
Kappa Phi Kappa - education honorary

12. Member, American Library Association
Member, New York State Library Association

13. University Senate
Board of Graduate Studies

14. None

Atherton, Pauline

2. Professor, 1971

3. Full time, Regular, Tenured

4. Associate Professor, 1966

5.	University of Chicago	Library Science	PhD Candidate	
	Rosary College	Library Science	MA	1954
	Illinois College	Social Science	AB	1951

PhD - The Accuracy of Human Relevance Assessments

6. Cataloging, Classification, Computer-Based Bibliographic Retrieval Systems and Services (Design, Evaluation, and Use), Reference Services in the Social Sciences, Education for Librarianhip and Information Science

7.	Acting Reference Librarian and Head	Materials Center Chicago Teachers College	1956-1958
	Adult Services Librarian	Art Dept. and Audio-Visual Center, Chicago Public Library	1954-1955
	Assistant Librarian and Indexer of Chemical Research Reports	Corn Products Company Chemical Division Argo, Illinois	1951-1953
8.	Consultant	ILR Thesaurus Project Institute of Industry and Labor Rel, Cornell Univ.	1974-
	Consultant	NIH Study Sec. of Biomedical Comm. Research	1973-
	Member	ANSI/Z39 Subcommittee on Journal Item Identification	1973
	Consultant	Health Education Manpower Continuing Education Project at Syracuse University	1972-1973
	Consultant	UNESCO Computerized Documentation Service, Paris	12/1972
	Consultant	USOE (HEA Institute Reviews)	1968-1969
	Consultant	Evaluation of UDC Mechanized System Project (NSF Research Grant)	1965-1968
	Consulting Librarian	Hoffman Memorial Library Rodfei Zedek Congregation	1960-1961
	Consultant	Westat Research Inc.	
	Consultant	System Development Corp.	
	Visiting Lecturer	Dept. of Library Science Rosary College	1960-1961
		New York State University of Albany	1965
		Atlanta University	1966
		University of Maryland	1969
		University of Washington	Sum 1970

Assistant Professor	Dept. of Library Science Chicago Teachers College	1958-1961
Consultant & Member	Library Committee Field Enterprises Ed Corp	1959-
Cross Reference Editor	World Book Encyclopedia 1960 ed.	6/1958- 10/1959

9. Classification Research: Proceedings of the Elsinore Conference (Editor). Copenhagen, Munksgaard, 1965.

"File Organization and Search Strategy Using UDC in Mechanized Reference Retrieval Systems, in Mechanized Information Storage Retrieval and Dissemination (Proceedings of the FID/IFIP Conference on Mechanized Information Storage, Retrieval and Dissemination, Rome, June 14-17, 1967) ed. by K. Samuelson, Amsterdam, North Holland Publishing Co., 1968. pp. 122-152.

"Professional Aspects of Information Science and Technology," in Annual Review of Information Science and Technology, Vol. 3, Cuadra, Carlos, ed. Encyclopedia Britannica, Inc., 1968. Chapter II.

"Large Scale Information Processing System," in Vol. III of Natural Language Processing, Technical Report No. RADC-TR-67-498 (July 1968).

"Bibliographic Data Bases - Their Effect on User Interface Design in Interactive Retrieval Systems," Proceedings of conference Interactive Bibliographic Search ed. by Donald E. Walker (AFIPS Press, 1971), pp. 215-223.

Putting Knowledge to Work. (Sarada Ranganathan Endowment for Library Science Series 2), Delhi, Vikas Publishing House, 1973.

"Development of Machine-Generated Reference Tools," in Status and Future Prospects of Reference and Information Service (ALA, 1967).

"Curriculum Development Efforts in Information Science," ASIS/ALA Symposium, November 1971 (ERIC Documents).

"Putting Knowledge to Work in Today's Library Schools" in William E. Hug, ed. Strategies for Change in Information Programs, New York, Bowker, 1974. pp. 201-208.

"Knowledge Space" (with P.P.M. Meincke). Paper presented at Third International Study Conference on Classification Research, FID/CR. Bombay, India, January 1975.

Other articles in Journal of Library Automation, Special Libraries
Book reviews in LRTS, JOLA, LJ.
Numerous research reports, 1961-1974.

10. Director of LEEP (Library Education Experimental Project) - USOE Research Grant, 1968-1969 ($112,000 grant)

Director of PARRS (Psychological Abstracts Reference Retrieval System) - RADC Contract, 1968-1969 ($300,000 grant)

Associate Director, Documentation Research Project, American Institute of Physics, 1961-1966. (National Science Foundation grants totaling more than $500,000 with supplemental grant of $225,000 for AIP/UDC study)

Syracuse University sponsored study of "User Effort in an Academic Library". (1972-1973)

Editor, UNISIST Handbook, Information Systems and Services (UNESCO, 1974-1975)

Editor, UNISIST Guidelines for Courses, Seminars, and Workshops for Information Personnel in Developing Countries (UNESCO, 1974-1975)

Editor, UNISIST Glossary for UNISIST Handbook (1975)

11. Phi Beta Kappa, 1951
John Cotton Dana lecturer, 1971
Invited to several conferences as speaker, e.g. NATO, FID, SLA, ASIS
Visiting Scholar, University of California, Berkeley, Institute for Library Research, 1973
Visiting Scholar, Danish Centre for Documentation, 1973
Member of Visiting Committee for Libraries, M.I.T., 1975
Invitational lecturer, Sarada Ranganathan Endowment Lecture, Bangalore, India, 1970

12. American Library Association, 1954
LED/ISAD Interdivisional Committee on Education for IS, 1970- Chairman, 1970-1971

Ad hoc Committee on 1972 Standards
for accreditation of library
education, 1971
ISAD Future Planning, 1972 — Council Member, 1971-1972

American Society for Information Science (SIG/CR, SIG/EIS), 1960
Treasurer, 1964-1965
President, 1970
Co-Editor, ASIS-SIG/CR Newsletter, 1974-
ASIS Futures Commission, 1974-
International Relations Committee, 1975-

Association of American Library Schools, 1958
Research Committee

Special Libraries Association, until 1971
Nuclear Science Division — Treasurer, 1963

Served as referee and/or member of editorial board for following profession-sponsored publications:
Annual Review of Information Science and Technology, Vol. 1-5 (ASIS)
Journal of Library Automation (ALA)
Journal of Education for Librarianship (AALS)
International Journal of Communication and Information (FID) 1st number to be published in late 1975
Journal of ASIS (ASIS)

Referee for other publications:
Information Storage and Retrieval
Library Science/Documentation (India)
International Journal of Classification

13. Served on Investigative Committee for Racism in Athletics Dept.
Served on University Senate Committee for Academic Freedom, Tenure, and Ethics (Spring and Summer, 1971)
Faculty Club Board of Directors
Board of Graduate Studies - Committee on Academic Planning
In School of Information Studies:
Chairman, Curriculum Committee, 1974-1975
Chairman, Personnel Committee, 1972-1973
Member, Personnel Committee, 1973-1974
Chairman, Academic Planning and Research Committee, 1970-1971

14. This year, none - a year of rest
Previous 5 years - member of the Board of Salt City Playhouse Center for the Performing Arts

Cook, Kenneth H.

2. Assistant Professor, July 1971

3. Full time, Regular, Non-tenured

4. Assistant Professor, July 1971

5.

Syracuse University	Mass Communications	PhD	1971
Syracuse University	Journalism	MA	1961
Upsala College	Business Administration and English	BBA	1959

PhD - A Predictive Model of Human Relevance Decisions

6. Research methodology, including statistics; User Behavior, especially field of social psychology

7. None

8.

Administrative Assistant to the Executive Secretary	New York State Society of Newspaper Editors Syracuse, New York	9/1966-6/1969
Information Officer/ Navigator	U.S. Air Force	2/1961-7/1966

9. Cook, Kenneth H., Katzer, J. & Atherton, P. "Free Text Retrieval Evaluation." Rome Air Development Center, Griffiss Air Force Base, N.Y. Technical Report No. RADC-TR-72-159. July 1972. 196 pages.

Cook, Kenneth H. "Large-Scale Information Processing Systems." Vol. I, Introduction (11 pages); Vol. II, Growth of the Data Base (20 pages), School of Library Science, Syracuse University, Syracuse, N.Y. July 1971.

Cook, Kenneth H. "An Experimental On-Line System for Psychological Abstracts." American Society for Information Science Proceedings, Vol. 7, 1970, Jean B. North (Ed.). Washington, D.C., American Society for Information Science, pp. 111-114.

Cook, Kenneth H. "Information Retrieval and the Medical Profession." Paper accepted for presentation by Theory and Methodology Division, Association for Education in Journalism, Annual Meeting, Kansas City, Mo., August 1968.

Cook, Kenneth H. "Some Sociological Characteristics of the Group." Research Section, Office of Information Services, Syracuse University, Syracuse, N.Y., 1960. 53 pages.

10. Co-Principal Investigator, SUPARS Project, June 1970-May 1972 Research project in development and evaluation of computerized, large scale information retrieval system. My work included budgetary control, contract negotiations, staff supervision, day-to-day operation of the project, research and data collection, statistical analysis, report preparation and presentation.

Preparation of numerous research proposals (1970-1973) to National Science Foundation, National Library of Medicine, U.S. Air Force.

Currently engaged in research dealing with an individual's relevance decisions regarding written documents. Investigation into the development of a model and the relevance threshold concept.

11. None

12. Member, American Society for Information Science, 1967
Member, International Communications Association, 1974

13. University Committees:
    Board of Graduate Studies (1971-1974)
    Chancellor's Energy Crisis Committee (1973-1974)
School of Information Studies Committees:
    PhD Committee: Chairman (1973-1974); Member (1974-1975)
    Admissions and Financial Awards Committee (1974-1975)
    Dean's Executive Committee (1972-1973)
    Promotions and Tenure Committee (1971-1972)

14. None

Crouch, Wayne W.

2. Assistant Professor, September 1973

3. Full time, Regular, Non-tenured

4. Assistant Professor, September 1973

5. Michigan State Univ. Communication PhD 1974

University of Illinois	Journalism	MS	1966
University of Illinois	Physics	BS	1964

PhD - Dominant Direction of Conjugate Lateral Eye Movement and Responsiveness to Facial and Verbal Cues

6. Research Methods, Interpersonal Communication, Nonverbal Communication, Human Information Processing

7. None

8.

Assistant Professor	School of Information Studies, Syracuse University Syracuse, New York	8/1973-
Teaching and Research	Dept. of Communication Michigan State University East Lansing, Michigan	8/1970- 8/1973
Physicist	U.S. Navy Underwater Sound Laboratory, New London, CT	6/1966- 8/1970

9. "The Logarithmic Dependence of Surface-Generated Ambient-Sea-Noise Spectrum Level on Wind Speed," *The Journal of the Acoustical Society of America*, Vol. 51, No.3 (Part 2), March 1972, pp. 1066-1072.

"Comments on 'Vertical Directionality of Ambient Noise ...'" *The Journal of the Acoustical Society of America*, Vol. 47, No. 1 (Part 2), January 1970, pp. 394-396.

Numerous Naval Underwater Sound Laboratory Reports.

"The Nonverbal Communication Literature," *Journal of Communication*, Vol. 22, No. 4, December 1972, pp. 460-474 (with Randall Harrison, et. al.).

"Nonverbal Communication: Theory and Research," chapter in *Communication and Behavior*, G.J. Hanneman and W.J. McEwen (Eds.), Addison-Wesley Publishing Company, 1975 (with Randall Harrison).

"The Role of the Campus Newspaper in the New Youth Vote," A paper presented before the Association for Education in Journalism, August 1972. Additional data was gathered and expanded paper was presented before the International Communication Association meeting in Montreal in April 1973 (with Charles K. Atkin and Verling C. Troldahl).

"Nonverbal Variables in the Convention Information System," A paper presented before the International Communication Association meeting in Montreal in April 1973 (with Randall Harrison).

"Individual Differences in Responsiveness to Communicative Cues," A paper presented before the International Communication Association Convention in New Orleans in April 1974.

10. Study of the campus newspaper in the new youth vote (with Charles Atkin and Verling Troldahl). Data collected in East Lansing, Michigan, 1973. Reported in papers presented before professional organizations.

Development of measuring instruments for nonverbal communication (with Randall Harrison and others). Instruments were invented and pretested September 1973 to May 1974. Development and testing of the instruments continues by myself and other members of the original team.

Development, reliability testing, and validity testing of a measure of nonverbal communication style of individuals, begun January 1974. The instrument is called the "Syracuse Person Perception Test". A report of work completed is forthcoming and development of a more sophisticated instrument is underway.

11. Awarded an Illinois State Tuition Scholarship for undergraduate Study
Graduated "With Honors", BS in Physics, 1964, University of Illinois
Received a "Superior Achievement Award" and a $250 cash award for outstanding work for the Navy Underwater Sound Laboratory, 1970.

12. Member, International Communication Association, 1970
Member, Speech Communication Association, 1970

13. Member, Syracuse University Board of Graduate Studies
Chairman, School of Information Studies, PhD Committee

14. Member, United Methodist Church (Syracuse District Council) Campus Ministries Committee

D'Elia, George

2. Assistant Professor, September 1973

3. Full time, Regular, Non-tenured

4. Assistant Professor, September 1973

5.	Rutgers	Library Service	PhD	1975
	Rutgers	Library Service	MLS	1967
	Rutgers	History	AB	1966

PhD - The Adjustment of Library School Graduates to the Job Environments of Librarianship: A Study of the need gratification and expectation fulfillment theories of job satisfaction

6. Administration, Systems Analysis of Library Operations, Information Seeking Patterns of Behavior, Information Technology, Planning Library Services, Human Relations Training/Experiential Modes of Learning

7.	Circulation Librarian	University of Colorado Library	1967-1969
8.	Assistant Professor	Syracuse University	1973-
	Instructor	Queens College, CUNY	1972-1973

9. None

10. Vocational Needs & Job Expectations of Library School Students
Characteristics of Library Job Environments
Job Satisfaction of Librarians
Activity-Passivity of Library School Students

11. Graduates Rutgers College, Highest Distinction
Henry Rutgers Scholar, 1965-1966
Recipient, Title II-B Fellowship, 1969-1972

12. None

13. School representative in University Senate

14. None

Dosa, Marta L.

2. Associate Professor, September 1971

3. Full time, Regular, Tenured

4. Assistant Professor, September 1964

5.

University of Michigan	Library Science	PhD	1971
Syracuse University	Library Science	MSLS	1957
University of Budapest	Comparative Lit	Equivalent of MA	1944
University of Budapest	Comparative Lit Linguistics	Equivalent of BA	1943

PhD - Scholarship, Libraries, Politics in the Life and Work of Georg Leyh

6. Community Organizations and Information Transfer, Cultural Area Materials, Governments and Information, Environmental Information, International Bibliographic Organization, Scientific and Technical Information

7.

Mathematics Librarian	Syracuse University	1960-1965
Metallurgical Librarian (part time)	Syracuse University	1960-1963
Cataloger (Serials, government documents)	Syracuse University	1958-1960
Assistant Serials and Documents Librarian	Syracuse University	1957-1958

8.

Interpreter	International Refugee Organization	1947-1971

9. Professional Publications:

"The United Nations Environment Programme." In: Report on Workshop in Environmental Information Systems. Melbourne: Centre for Environmental Information, University of Melbourne. (In press).

"Georg Leyh." In: Encyclopedia of Library and Information Science. New York: Dekker. (In press).

"Environmental Information Systems." In: Advisory Group for Aerospace Research and Development, How to Obtain Information in Different Fields of Science and Technology. Paris: NATO, 1974. pp. 85-103.

Libraries in the Political Scene. Westport, Connecticut: Greenwood, 1974. 266p.

"A View of the International Environmental Information Problem," Special Libraries, 1973, 64:457-463.

"An Integrating Approach to Environmental Information," Special Libraries, April 1974, 65:189-193. (First presented at the Author Forum, American Society for Information Science, Annual Meeting, Washington, D.C., October 25, 1972).

"Introduction" (Problems of Regional Depository Libraries). Albany: New York State Library, 1967. pp. iii-ix.

"Seminar in International Bibliographic Organization," Journal of Education for Librarianship, 1967, 8:94-98.

Creative Writing:

Two short stories in English translation. In: The Sound of Time, Canadian-Hungarian Authors' Association. Lethbridge, Canada: 1974. pp. 91-99.

"Elsodtrottak." (Short Story). In: Anthology of the Canadian-Hungarian Authors' Association. Ottawa, Canada: No. 2, 1970. pp. 40-45.

A Hal es a Hajo. (Collection of Short Stories). Brussels: Hungarian Publishing Hours, 1958.

Megelegszel a kenyerral. (Novel). Munich and Cologne: American-Hungarian Publishing House, 1956.

"A Szollohegyen." (Short Story). In: Erzebet Kisjokai, Editor, Buzakereszt. Munich and Cologne: American-Hungarian Publishing House, 1954. pp. 81-86.

Vak Evek. (Collection of Short Stories). Munich: Hunnia, 1952. (Fund for Intellectual Freedom, No. 2).

10. Historical research in the West German National Archives, 1968-1969

Environmental Information (non-funded personal research), 1972-

11. U.S. Office of Education, Title II Fellow, University of Michigan, 1968-1970
    Syracuse University, Faculty Development Grant, 1968
    University of Michigan, Carnegie Endowment Grant, 1967
    Director of Workshop in Environmental Information Systems
        Royal Melbourne Institute of Technology, Melbourne, Australia, July 15-18, 1974
    Director of Workshop on Community Information Services
        University of Guam, Agana, Guam, April 23-27, 1973
    Invited lecturer:
        "Developments of Environmental Information" at:
            University of Melbourne, Melbourne, Australia, July 4, 1974
            National Library of Australia, Canberra, Australia, July 10, 1974
            Monash University, Melbourne, Australia, July 19, 1974
        NATO, Advisory Groups for Aerospace Research and Development, Lecture Series 69, Ottawa, Oslo, Rome, May 23-31, 1974
        University of Toledo, Toledo, Ohio, February 1, 1974
        American Society of Information Science and Special Libraries Association, Joint Meeting, New York, New York, October 12, 1973

12. Member, American Society for Information Science, 1974
    Member, Association of American Library Schools, 1966
    Member, International Federation of Documentation, UDC Committee FID/C 40 "Environment", 1973
    New York State Library Association
        Executive Board, Library Educators Section
        Committee on Public Documents
    Special Libraries Association, 1965
        Committee on Environmental Information — Chairman

13. Member, Graduate Board
    Member, Program Committee, Graduate Board

14. Member of the Board, Americanization League of Syracuse and Onondaga County
    Member, Community Awareness Committee, Metropolitan Council for the Aging
    Voluntary interpreter and translator for several service agencies

Dustin, Muriel R.

2. Administrative Assistant to the Dean, Assistant Professor, 1972

3. Full time, Regular, Non-tenured

4. Instructor, August 1969

5.	Syracuse University	Library Science	MSLS	1968
	Gettysburg College	Political Science	BA	1965

6. Bibliography, Information Service

7.	U.S. Public Health Service Trainee	School of Medicine Library Washington University St. Louis, Missouri	1968-1969
	Cataloger	Mayfield Library Syracuse University Syracuse, New York	Sum 1967
8.	Analyst	National Security Agency Fort Meade, Maryland	1965-1966

9. None

10. None

11. Beta Phi Mu

12. Member, American Library Association, 1967
    Pi Lambda Sigma of Beta Phi Mu, 1969
        Vice-President
        President

13. Chairman, Admissions, Financial Aid and Advising Committee, 1974-1975
    Chairman, Ad Hoc Copying Committee

14. Secretary to Board, Girls Club of Syracuse
    Volunteer Deputy Registrar for Onondaga County Board of Elections

Genova, Bistrakapka

2. Assistant Professor, September 1974

3. Full time, Regular, Non-tenured

4. Assistant Professor, September 1974

5.	Michigan State University	Communication	ABD	
	Georgetown University Washington, D.C.	Socio-Linguistics	MS	1971
	State University Sofia	Anthropology	MA	1964
	State University Sofia	Classic Studies	BA	1962

PhD - A Model of the Knowledge Gap Phenomenon - - Differential Levels of Information Acquisition from the Mass Media

6. Survey research and methodology, Information technologies-cable and broadcast television, Human patterns of information acquisition, Human information needs

7.	Cataloguer	Dumbarton Oaks Research Library, Washington D.C.	1970-1971
	Acquisitions and Processing	Dumbarton Oaks Research Library, Washington D.C.	1968-1970
	Reference Librarian	National Library, Sofia	1964-1965
8.	Teaching and Research Assistant	Michigan State University	9/1971- 6/1974
	Lecturer	AID Seminars, Battle Creek Michigan Center	Sum 1972, 1973
	Interpreter and Guide	Akademische Gestedienst Vienna, Austria	10/1967- 3/1968
	Part Time Programming Consultant	National Television Sofia Children's Division	1966-1967
	Interpreter and News Editor	Radio Sofia, Foreign News Division/French	1965-1967

9. Cable Communications for Meridian Charter Township. Television and Radio Dept., College of Comm. Arts. MSU Publ., March 1973. Co-author.

"The Nonverbal Communication Literature." Journal of Communication, 1972, Vol. 22, 460-476. Co-author.

"Mispronunciation and effects on audience ratings of source credibility," A Paper presented to the International Communication Association Convention, April 1973, Montreal, Canada.

"On the knowledge gap phenomenon." Paper presented to the International Communication Association Convention, April 1975, Chicago.

10. Extensions to modeling differential patterns of Information Acquisition from the mass media, current

Situational and interpretative aspects of adaptive nonverbal behaviors under varying stress conditions, current

Drug Survey: perceived effects and attitudes toward drug use among school children. With Prof. B. Greenberg, Michigan State University, 1973-1974

Florida Public Affairs Survey: study of political socialization of high school youth. A project sponsored by the Public Broadcasting Company with B. Greenberg and Charles Atkin, Michigan State University, 1973-1974

Exposure to political polls and effects of perceived mass credibility. Survey conducted with B. Greenberg, Michigan State University, 1972-1973

Effects of television advertising and news programming on children. Project sponsored by DHEW with Charles Atkin, 1972-1973

Facial affect display recognition. Project with Randall Harrison, Human Interaction Laboratory, School of Medicine, University of California, San Francisco, 1971-1972

Human information processing and group interaction structure. With Nathan Katzman, Michigan State University, 1971-1972

11. None

12. Member, American Soceity for Information Science, 1974

Member, Association Internationale de Cybernetique, Belgium, 1972
Member, ABCA, 1972
Member, American Association for Visual Documentation, 1972
Member, International Communication Association, 1971
Division One — Secretary 1973-1974

13. Onondaga Library System. Part of cooperative team formulating recommended cable franchise provisions concerning libraries and the development of cable television in the Syracuse Metropolitan Area.

14. None

Greer, Roger

2. Professor, 1972

3. Full time, Regular, Tenured

4. Assistant Dean, Associate Professor, February 1967

5.	Rutgers University	Library Service	PhD	1964
	Rutgers University	Library Service	MLS	1956
	Columbia University	History		1954-1955
	St. John's University	History	BA	1950

PhD - An Analysis of the Current U.S. National Book Bibliography

6. Reference, Bibliographical Control, Collection Development, Library Administration, Library Education, Public Library Services, Academic Library Services, Community Analysis and Library User/Non-user Surveys

7.	Visiting Professor	University of Denver Denver, Colorado	Sum 1975
	Professor	School of Information Studies, Syracuse University	1972-
	Dean and Professor	"	1971-1972
	Dean and Associate Professor	"	1968-1971
	Assistant Dean and Associate Professor	"	1967-1968

	Director of Libraries/ Administrator of College Libraries	State University College Potsdam, New York	1964-1967
	Visiting Professor	Graduate School of Library Studies, University of Hawaii, Honolulu, Hawaii	Sum 1965,1966
	Instructor	School of Library Service Rutgers University New Brunswick, New Jersey	1960-1964
	Assistant Professor and Head	Card Preparation Dept. Purdue University Library Lafayette, Indiana	1957-1960
	Business Librarian	Linden Public Library Linden, New Jersey	1955-1957
8.	Consultant	New York State Library	1974-
	Consultant	Tompkins County Public Library	1974-1975
	Consultant	Gaylord Brothers	1968-
	Consultant	Urban Development Corporaation of New York State, The Lysander New Community Project	1972
	Consultant	New York State Dept. of Ed. Registration Division	1969-1971
	Consultant	U.S. Office of Education Washington, D.C.	1968-1971
	Consultant	National Council for Accreditation of Teacher Education	1968
	Consultant	School of Library & Information Studies, State University of New York at Buffalo	1967-1968
	Consultant	Systems Development Corp. Santa Monica, California	1967-1968
	Consultant	Remington Rand Corporation Rome, New York	1967

Sergeant	U.S. Army	1951-1953
Seaman 1st Class	U.S. Navy	1945-1946

9. The Tompkins County Public Library: A Management Study. Syracuse, 1975. 88p.

A Survey of the Pulaski Public Library: an evaluation of a small, rural public library - its setting, services and resources with recommendations for the future in new facilities. School of Library Science, Syracuse University, 1974. 95p. (Done with a class of 12 students)

The Anatomy of a small public library: a study of current and projected needs of a suburban community and new town with a proposed plan for library development. Syracuse, 1974. 106p.

(With Judith Mistichelli) A review of *New Serial Titles, 1950-70*. *Booklist* October 15, 1974.

"Foreword" in R. Dougherty and L. Bloomquist. *Improving Access to Library Resources*. Meluchen, New Jersey. Scarecrow Press, 1974.

Illustration Index. 3rd edition. Scarecrow Press, Inc. 1973. 164p.

"New Wine, New Bottles: A Professional School in Transition," in New York State Department of Education publication *Bookmark*, May-June 1972.

Bibliographical Services Throughout the World, 1965-69, "United States National Bibliography," with Arthur P. Young, UNESCO, Paris, 1972.

"How to Use the Library and Media Center," rev. ed., Gaylord Brothers, Inc., Syracuse, N.Y., 1971.

"An Overview of Present Selection Courses in American Library Schools." In *Proceedings of Conference on Library School Teaching Methods: Courses in the Selection of Adult Materials*, with Douglas Zweizig. Univerof Illinois, Urbana, Ill., 1969.

"Professional Aspects of Information Science and Technology", in *Annual Review of Information Science and Technology*, with Pauline Atherton, ed. by Carlos Cuadra, Vol. 3, 1968. 26p.

"Computerized Study of the Coverage of Chemistry Journals in *Chemical Abstracts* and *Nuclear Abstracts*", with Pauline Atherton. National Science Foundation, 1968.

"National Bibliography" in *Library Trends*, January 1967.

"Alphabetical Subject Indication of Information", J.W. Metcalfe in *Special Libraries*, 57: 526-7. Book review, Summer 1966.

"A Statistical Analysis and Comparison of *Physics Abstracts* and *Nuclear Science Abstracts*", with Pauline Atherton. National Science Foundation, 1965.

10. New York State Library. Library services to state government: an analysis of needs and development of a plan to serve these needs, 1974-

American Imprints 1840-50 (projected publication for 1840 - 1976)

With a seminar of 11 students - Community survey and analysis of library needs and existing services. The Soule Branch of Syracuse Public Library, 1975-

Illustration Index, 4th edition (projected publication - 1976)

11. Advisory Board, Mater Dei College, Ogdensburg, New York, 1966-72.
Honorary Trustee, North County Reference, Research and Resources Council, 1967-
Who's Who in America, 1965-

12. New York Library Association, 1964
Councilor, 1968-1969
College & Univ. Libraries Section   President, 1968-1969
Director, 1967-1970
Library Educators Section

Member, Association of American Library Schools, 1960

Member, American Society for Information Science, 1967-1970

North County Reference, Research and Resources Council
President, 1964-1965
Charter President of the Council and Board of Directors, 1965-1967

Member, American Association of University Professors, 1957

American Library Association, 1956

Subscription Book Committee, 1961-1963	
Councilor-at-large, 1971-1975	
Reference Services Division	Chairman, Bibliography Committee, 1969-1974 Director-at-large, 1970-1972
Library Research Round Table	Vice-Chairman/Chairman Elect, 1970-1971 Chairman, 1971
Library Education Division	
Association of College and Research Libraries	
Resources and Technical Services Division	
Joint Committee on Education for Information Science ISAD/LED Divisions	Chairman, 1974-1977
Task force on education for public librarianship/ Public Library Assoc.	Chairman, 1973-

13. University Senator, 1967-1972
    Member of Graduate Board, 1967-1972; Executive Committee 1968-1970
    Member, Senate Committee on Instruction, 1968-1969
    Member, Graduate Board Committee on Graduate Programs, 1969-1971
    Fullbright Awards Review Committee, 1970-1972
    Deans Council, 1968-1972
    Have served on approximately 8 PhD thesis committees and 6 other oral examination committees for other departments

14. Onondaga Hill Volunteer Fire Department, 1968-1972
    Teasurer, 1970-1972
    Town of Onondaga Democratic Club, 1968-

Katzer, Jeffrey

2. Associate Professor, 1973

3. Full time, Regular, Tenured

4. Assistant Professor, 1968

5.	Michigan State Univ.	Communication	PhD	1970
	Penn State University	Speech	MA	1965
	Penn State University	Science	BS	1963

PhD - A Theoretical Model of Human Language Processing

6. Research Methods, Communication, Change, Computer Applications

7. None

8. None

9. "The Cost-Performance of an On-Line, Free-Text Bibliographic Retrieval System." *Information Storage and Retrieval*, 1973, *9*, 321-329.

"On the Dimensionality of User's Attitudes Toward On-Line Retrieval Systems-A Replication?" *Journal of the American Society for Information Science*, 1973, *24*, 307-308. (joint authorship with Patricia Moell).

"An Analysis of the Use of Statistical Testing in Communication Research." *Journal of Communication*, 1973, *23*, 251-265. (joint authorship with James Sodt).

"Some Thoughts about Additional Variables in Information Use Research." In: Carol Fenichel (Ed.) *Changing Patterns in Information Retrieval*. Washington: American Society for Information Science, 1974. Pp. 44-46.

"The Development of a Semantic Differential to Assess User's Attitudes Toward an On-Line Interactive Reference Retrieval System." *Journal of the American Society for Information Science*, 1972, *23*, 122-128.

Free-Text Retrieval Evaluation. (Ad-748218), July, 1972. (joint authorship with Pauline Atherton and Kenneth Cook).

"The Silent Majority: Why Don't They Ask Questions?" *RQ*, 1972, 12, 161-166. (joint authorship with M.J. Swope).

10. Principal researcher: SUPARS Project. Federal contracts to develop and evaluate large-scale interactive on-line reference retrieval systems in real environments. 1968-1972. (AF 30602-68-C-0013 - subproject; and AF 30602-70-C-0190).

11. Cited as "Outstanding Educator of American" 1972

12. Member, International Communication Association, 1966
Member, Society for General Systems Research, 1966

13. Board of Graduate Studies, 1973
Member, Advising Committee to the Vice Chancellor on academic uses of computers

14. Instructor/Trainer for numerous conferences and workshops dealing with communication, management, and change. The participants of these seminars have primarily been practicing librarians, but in a few workshops the participants have been library educators. Some of the sponsoring agencies are:
    - The New York State Library (two workshops)
    - The Rochester Public LIbrary
    - The Pennsylvania State Library (two workshops)
    - The Florida State Library
    - The University of Wisconsin Center System
    - University of California (Berkeley) Library (two workshops)
    - Office of Education: for the Green Bay Seminar with Library Educators (June 10-30, 1974)
    - Office of Education: for the North West States' Public Library Systems (February 1975)

Lemke, Antje Bultmann

2. Full Professor, July 1974

3. Full time, Regular, Tenured

4. Assistant Professor and Assistant to the Dean, 1960

5.

Syracuse University	Library Science	MSLS	1956
Bryn Mawr College	Political Science	Post-graduate fellowship	1949-1950
Leipzig University Germany	Literature and Library Science	Diploma in Library Science	1944

6. Resources and Services in the Humanitites, History of Communication: Intellectual and Organizational Aspects, Visual Communication: Art and Museum Librarianship, Special Collection: Rare Book, Manuscript and Archival Collections, International Librarianship-especially library education

7.	Music and Art Librarian	Syracuse University	1952-1959
	Assistant State Librarian	State Library of Thuringia Jena, Germany	1945-1946
	Library Intern (part time)	Deutsche Bucherei, Leipzig	1942-1943
	Library Intern (part time)	Leipzig University	1941-1942
8.	Director	Gesellschaft zur Gestaltung Oeffentl, Lebens (Civic Education) Germany	1950-1952
	Editorial Assistant	Ricarda Huch (German historian)	1946-1947

9. Museum Companion. Antje Lemke and Ruth Fleiss. N.Y.: Hippocrene, 1974. 211p.

Art and Museum Librarianship. An Outline and Bibliography. Bibliographic Studies Series No. 1, Syracuse School of Library Science, 1973. 83p.

Bibliography of the Humanities. Syracuse University School of Library Science. Rev. Ed. 1973. 118p. (Mimeographed. A handbook for Library School students and subject bibliographers.)

The Past as Future. The Courier. v. 9, no. 4. Fall 1972, pp. 27-37. (An essay on the major issues facing research libraries through the ages).

"The Moscow Art Theatre in 1925." The Courier. January 1971, pp. 19-30. Syracuse University Library Associates. Introduction to a photographic essay by Clara Sipprell.

"Advantages and Disadvantages: Another View at Centralization of Academic Libraries." Bulletin, Syracuse University Libraries. March 23, 1970. pp. 3-4.

"Francis Bacon." In: Zeit und Geschichte. J.C.B. Mohr. 1964, pp. 637-642.

Librarianship and Adult Education. School of Library Science. 1964. Editor.

Aldus Manutius and His Thesaurus Cornucopiae of 1498. Syracuse University Press. 1959. 32p. (Translator)

Information fuer die Frau. Bimonthly magazine 1951-date. (First chief editor and contributor.)

Mitarbeiten - aber wie. Frankfurt, Germany. Bollwerk Verlag. 1954. 116p. (Author)

Almanach der Unvergessenen. Rudolfstadt, Greifen Verlag. 1946. 229p. (Co-author, contributor, about German emigrant writers, Thomas Mann, Franz Werfel, etc.)

Occasional articles and book reviews in journals and encyclopedias, German and English.

In preparation (Contract with NCR Microcard Editions) Reader in Information Sources and Services in the Humanities.

10. Documentation and Classification of Non-Book Media in Art Archives, Libraries and Other Art Information Centers. Review of existing practices is in process. A team project, scheduled tentatively for a three year period.

Guide to Video Arts and Artists. Commissioned by Visual Resources, Inc., N.Y. A team project with researchers in New York and Los Angeles to prepare a guide to video projects, independent film makers, major companies and collections. Begun in 1974, to be published Winter 1975/76.

Development of Information Sources for Migrant and Stagrant Citizens with Low Literacy Levels. In cooperation with Professor Louise Taylor of the Maxwell School of Citizenship.

John Cotton Dana: His Contribution to Cultural Community Needs. Working title for a research project leading to a monograph. Preliminary work is in process: Dana literature has been surveyed and a bibliography up to 1973 is completed. Dartmouth documents have been photocopied. Other archives, especially in Newark, New Jersey and Woodstock, Virginia will be researched next.

11. Guggenheim Fellowship 1951/50 (Study of German libraries in the Era of Enlightenment)

Listed in several biographical directories, including Who's Who in Women, Who's Who in the East, and Foremost Women in Communications

Orbis Scientia - elected 1973, Vice-President 1975

Beta Phi Mu, Library Honorary
Theta Chi Beta, Theology Honorary

12. Member, American Library Association, 1960 (with lapses)
Member, New York Library Association, 1962 (with lapses)
Member, Association of American Library Schools, 1960 (with lapses)
Member, Society of American Archivists, 1972
    Education Committee
Member, American Association of State and Local History, 1972
ARLIS/NA (Art Library Association), 1973
    Education Committee Chairman

13. Syracuse University Senate, Chairman of Library Committee
AAUP, Faculty Assembly Delegate
Affirmative Action Committee for Syracuse University, member
Humanistics Studies Program of University College (continuing education program), lecturer

14. Trustee, Minoa Public Library, Onondaga County
Trustee and Member of Service Evaluation and Seminar Planning Committees, Onondaga Library System
Consultant, East Syracuse/Minoa Central Schools
Advisor, Everson Museum Library
Advisor, Visual Resources, Inc., New York
Advisor, Albert Schweitzer Archives, Great Barrington, Mass.
ARLIS/NA - Planning and Participation in Workshop (1-3 days) First scheduled for May 5-7 in New York City, others in Arizona, California, and Nova Scotia
Board of Director and Past President, Syracuse Friends of Chamber Music
Board Member, Syracuse World Affairs Council

McGill, Michael

2. Assistant Professor, September 1974

3. Full time, Regular, Non-tenured

4. Assistant Professor, September 1974

5.	Syracuse University	Systems and Information Science	PhD	1973
	Syracuse University	Communications Research	MA	1968

Michigan State Univ.	Communication Arts	BA	1965

PhD - Applications of Networks of Dynamically Changing Automata to the Study of Human Communication Behavior

6. System Analysis Techniques and Methodologies, Information Storage and Retrieval Systems, Automatic Processing of Information, Data Structures and Computer Representations of Information

7.	Media Clerk	Campbell-Ewald Company	1963-1964
8.	Assistant Professor	State University of New York at Oswego, Department of Computer Science	1972-1974
	Research Assistant	Dept. of Systems and Information Science, Syracuse University (Under contract to USAF for study of interface between Data Management System and a large scale user)	1969-1972

9. A Dynamic Automaton and a Time Variant Network for Use in Studies of Higher Level Communication Behavior. TR 74-HC-2, Currently being submitted for publication.

Applications of Discrimination Transmission Systems in Human Communication Behavior Studies. TR 73-HC-1.

A Data Structure and Mapping for Line Drawings in a Data Management Environment, Paper presented at First Annual Computer Science Conference, 1973.

Applications of Networks of Dynamically Changing Automata to the Study of Human Communication Behavior. PhD Dissertation, Syracuse University, 1973.

10. Creation of 4 on line SMART-like systems for the analysis of automatic processing of information

Creation of a traditional retrieval system for curriculum information and interface characteristics of student users

The transformation of vector based information spaces as a function of the knowledge orientation of the user of the space

11. New York State Research Council Research Fellowship

12. Member, Association for Computing Machinery, 1967
    Member, American Society for Information Science, 1973
    Member, International Communication Association, 1972

13. Member, Faculty, Systems and Information Science Program

14. Reviewer for Choice

Patrick, Ruth J.

2. Lecturer and Coordinator of Continuing Education, September 1974

3. Full time, Adjunct, Non-tenured

4. Lecturer, September 1974

5.	Univ. of California Berkeley	Librarianship	PhD	1972
	Univ. of California Berkeley	Librarianship	MLS	1967
	Ontario College of Education	Education	Teaching Certificate	1974
	Univ. of Saskatchewan Canada	English	BA	1961

PhD - The Development of Academic Library Consortia

6. Information Systems Analysis, Library Automation, Library Consortia and Information Networks, Continuing Education and Staff Development, Evaluation of Information Systems

7.	Assistant Secondary School Librarian	Toronto Board of Education Ontario, Canada	9/1964-6/1966
8.	Associate Project Director, Continuing Education Project sponsored by the National Commission on Libraries and Information Science	Catholic University Washington, D.C.	8/1973-3/1974
	Systems Analyst, The Public Library and Federal Policy Project, sponsored by USOE	System Development Corp. Santa Monica, California	8/1972-4/1973

Systems Analyst, Academic Library Project, sponsored by USOE	System Development Corp. Santa Monica, California	Sum 1970, 1971

9. Stone, Elizabeth, Ruth Patrick and Barbara Conroy, *Continuing Library and Information Science Education: Final Report to the National Commission on Libraries and Information Science*, U.S. Government Printing Office, Washington, D.C., 1974.

   Wellisch, Jean B., Ruth J. Patrick, Donald V. Black, and Carlos A. Cuadra, *The Public Library and Federal Policy: Final Report*, Greenwood Press, Westport, Connecticut, 1974.

   Wellisch, Jean B., Ruth J. Patrick, and Norman C. Dalkey, *The Public Library and Federal Policy: Delphi Report*, System Development Corporation, Santa Monica, California, 1973.

   Patrick, Ruth J., *The Development of Academic Library Consortia*, PhD Dissertation, University of California, Berkeley, August, 1972.

   Patrick, Ruth J., and Michael D. Cooper, *Information Needs of the Nation: A Preliminary Analysis*, (Unpublished paper) 36p., May 1972.

   Cuadra, Carlos A., and Ruth J. Patrick, "Survey of Academic Library Consortia in the U.S.," *College and Research Libraries*, 33:4, July 1972, pp. 271-283.

   Patrick, Ruth J., *Guidelines for Library Cooperation*, System Development Corporation, Santa Monica, California, 1971.

   Patrick, Ruth J. "Looking to the Future: Potential Services of the Processing Center," In: *California State Library: Processing Center Design and Specification*, Vol. 1, by D. Sherman and R.M. Shoffner, Institute of Library Research, University of California, Berkeley, April 1969.

   Patrick, Ruth J., and Michael D. Cooper, "A User Study," In: Laura Gould, et al. *An Experimental Inquiry into Context Information Processing*, Institute of Library Research. University of California, Berkeley, 1969.

10. Developing a nationwide plan for continuing education of library and information science personnel

    Using a Delphic Exercise to determine the role of the Federal Government in the Future of the Public Library

Developing guidelines for academic library consortia

11. Doctoral Fellow, University of California, Berkeley, 1969-1970
    HEA Title II-B Fellowship, 1970-1972

12. Member, American Library Association, 1970
    Member, California Library Association, 1970
    Member, American Society for Information Science, 1970
    Member, Association of American Library Schools, 1973
    Committee on Continuing Education
    Member, New York Library Association, 1974

13. Developing long and short range plans for continuing education
    Curriculum committee work
    Faculty meetings

14. Professional Development Committee-Central New York 3R Council

Taylor, Robert S.

2. Professor and Dean, August 15, 1972

3. Full time, Regular, Tenured

4. Professor, August 15, 1972

5.	Lehigh University	History	MA	1954
	Columbia University	Library Service	MS	1950
	Cornell University	History	BA	1940

6. Information technology, Information needs, Library systems planning, Information professions, Manpower and education in information studies

7.	Director, Library Center	Hampshire College	1967-1972
	Director, Center for Information Science	Lehigh University	1962-1967
	Associate Librarian	Lehigh University	1957-1967
	Assistant Librarian	Lehigh University	1954-1957

	Readers Service Librarian	Lehigh University	1950-1954
	Rare Book Cataloger	Lehigh University	1950-1952
8.	Dean and Professor	School of Information Studies Syracuse University	1972-
	Professor	Program in Language & Comm. Hampshire College	1968-1972
	Associate Professor and Head	Division of Information Sciences, Dept. of Philosophy Lehigh University	1963-1967
	Operations Officer	Counter Intelligence Munich, Germany	1945-1947
	Newspaper Reporter and Editor	Lufkin, Texas	1941-1942

9. *Selected Publications:*

(Co-author) "A System of Documentation Terminology" In *Documentation in Action*, ed. by J.H. Shera, et al, Reinhold, 1956 (Reprinted in French, German and English in *Revue de la Documentation*, 25: 37-44 (May 1958).

"Library Education in the United States: Prospects and Problems." *Bibliotheekleven*, 42: 189-198 (July 1957).

"Bibliographische Quellen fuer technische und wissenschaftliche Literatur in den Vereinigten Staaten und Kanada." *Nachrichten fuer Dokumentation*, S (4): 187-191 (December 1957).

"The Process of Asking Questions." *American Documentation*, 13, (4): 391-396 (October 1962).

"Review and Critique of Undergraduate Courses in the Information Sciences." *Report No. 1, Curriculum for the Information Sciences*, Lehigh University, Center for the Information Sciences, March 1964. Revised as Report No. 4, *Ibid*, August 1965.

"Syllabus for Course: Analysis of Information." Report No. 2, *Ibid*, February 1965.

"Final Report: Recommended Courses and Curricula." Report No. 12, *Ibid*, September 1967.

"Curriculum Development in Documentation and the Information Sciences: American Documentation Institute, Annual Meeting, 1964. Proceedings. Parameters of Information Science, Vol. 1, 1131-37, 1964.

"Towards an Educational Base for the Information Sciences and Information Engineering." Symposium on Education for Information Science, Warrenton, Virginia, September 7-10, 1965. Proceedings. Spartan Books, 1965, pp. 77-81.

(Co-author) "Manual for the Analysis of Library Systems." Report No. 3, Library Systems Analysis, Lehigh University, Center for the Information Sciences, September 1965.

(Editor) Information Management in Engineering Education. Proceedings and Recommendations of the Conference on Information Sources, Systems and Media in Engineering Education, held at Lehigh University, May 19-20, 1966. Sponsored by the American Society for Engineering Education and Lehigh University. Bethlehem, Pa., August 1966.

"Professional Aspects of Information Science and Technology." In: C.A. Cuadra, ed. Annual Review of Information Science and Technology, vol. 1, Wiley, 1966, pp. 15-40.

"Design of Curricula for Varying Needs." In: Proceedings of the International Conference on Education for Scientific Information Work, Queen Elizabeth College, London, England, April 3-7, 1967. The Hague, 1967, pp. 125-132.

"Question-negotiation and Information Seeking in Libraries." College and Research Libraries, 29(3): 178-194 (May 1968) Reprinted in Key Papers in Information Science, Washington, American Society for Information Science, 1971.

"Toward the Design of a College Library for the Seventies." Wilson Library Bulletin, 43(1): 44-51 (September 1968).

"Planning a College Library for the Seventies." Educational Record 50(4): 426-431 (Fall 1969).

"Technology and Libraries," EDUCOM Bulletin, 5(3): 4-5 (May 1970).

"Orienting the Library to the User." Drexel Library Quarterly, 7(3-4): 357-364 (July-October 1971).

"Libraries and Micropublication." Microform Review, January 1972; 25-27.

The Making of a Library: The Academic Library in Transition, New York, Wiley, 1972.

"A Structure for Change in Education and Research in the Information/Communication Field," American Society for Information Science, Annual Meeting, 1972. Proceedings, A World of Information, Vol. 9, 147-153.

"Curriculum Design for Library and Information Science," Syracuse University, School of Library Science, Education and Curriculum Series Report No. 1, 1972.

(Editor) The Economics of Information Dissemination, Syracuse University, School of Library Science, 1974.

"Change" in Changing Patterns in Information Retrieval, Proceedings of the 10th National Information Retrieval Conference. Washington, ASIS, 1974, 1-5.

"Notes Toward a User-Centered Academic Library" (to be published in E.J. Josey, ed., New Dimensions in Academic Library Service, Scarecrow Press, 1975).

Manpower and Educational Programs for Management, Research, and Professional Growth in Library and Information Services, Paper of Amplification for the National Commission for Libraries and Information Science, October 1974.

10. Project Director, Studies in the Methodology of Measuring Information Requirements and Use Patterns (NSF-GN-22) 1962-1964.

Project Director, Development of Curriculum for the Information Sciences (NSF-GE-2569) 1963-1967.

Principal Investigator, Studies in the Man-System Interface in Libraries (AF-AFOSR-724) 1964-1967.

Principal Investigator, Library Systems Analysis (SmCon-S-235) 1964-1965.

Project Director, Studies in On-Line Information and Reference Retrieval (Nonr-510(08)) 1966-1967.

Project Director, ASEE/Lehigh Information Media Project (Council on Library Resources, NSF) 1965-1966.

Project Director, Development of the Concept of the Extended and Experimenting Library (OE-1-7-071180-4351) 1967-1970.

Principal Investigator, Studies on the Effect of Innovation on Library Function, Organization and Building (Educational Facilities Laboratories) 1968-1970.

Project Director, Orienting the Library to the User, Council on Library Resources/National Endowment for the Humanities, 1970-1972.

11. Fullbright Lecturer in Information Retrieval and Library Organization, Bibliotheek der Technische Hogeschool, Delft, The Netherlands, 1956-1957.

Award for best book in Information Sciences by American Society for Information Science, 1972. (The Making of a Library)

Sigma Xi

12. American Association of University Professors, Lehigh Chapter, Executive Board, 1959-1961.

American Society for Information Science, Executive Council, 1959-1961; Program Committee, National Meeting, Bethlehem, Pa., 1959; Co-Chairman, Technical Sessions, Annual Meeting, Philadelphia, Pa., 1964; President, 1968.

Association of College and Research Libraries, Philadelphia Chapter, Secretary-Treasurer, 1955-1958.

Conference on the Practical Utilization of Recorded Knowledge, Cleveland, Ohio, Planning Committee, 1955-1956.

National Science Foundation, Division of Graduate Education, Consultant in Information Sciences, 1966-1967.

U.S. Office of Education, Reader and Reviewer, Library and Information Sciences, 1968-1972.

U.S. National Representative, Committee on Training of Documentalists, International Federation for Documentation (FID/TD) 1966-1969.

Member, Advisory Committee to the Task Force on Cooperation and Automation in the Three National Libraries, 1968-1971.

Member, Biomedical Communications Study Section, National Institute of Health, 1970-1974.

Member, Committee on Accreditation, American Library Association, 1970-1975. (resigned 1971)

Member, Executive Committee, Library Research Round Table, American Library Association, 1970-1971.

Member, Council, American Association for the Advancement of Science (AAAS), 1975-1977.

President, Library Education Section, New York Library Association, and Member of COuncil, NYLA, 1975.

Member, Awards Committee, Information Industry Association, 1975.

13. Member, Search Committee for Director of Libraries, Syracuse University, 1974.

Member, Senate Curriculum Committee, Syracuse University, 1974-1975.

14. None

Bailey, Lois E.

2. Adjunct Lecturer, Spring 1966

3. Part time, Non-tenured

4. Adjunct Lecturer, Spring 1966

5.

Syracuse University	Library Science	MSLS	1962
University of Wisconsin	European History	MA	1946
Houghton College	Social Science English	BA	1942

6. School Media Center Administration; Reference-General, Advanced, School Media Center;;Media for Young Adults

7.

Librarian, High School	Skaneateles Board of Ed Skaneateles, New York	1959-

8.	Social Studies Teacher, Grades 9-11	Skaneateles Board of Ed Skaneateles, New York	1954-1959
	Social Studies Teacher, Grades 9-12	Homer Board of Ed Homer, New York	1946-1954
	Graduate Assistant History Department	University of Wisconsin Madison, Wisconsin	1945-1946
	Social Studies Teacher, Grade 7	Binghamton Board of Ed Binghamton, New York	1944-1945
	Social Studies Teacher, Grades 7-9	Moravia Board of Ed Moravia, New York	1942-1944

9. None

10. None

11. Fellowship to University of Wisconsin, 1945-1946
Graduated Magna Cum Lauda, 1942
Election to Beta Phi Mu

12. Member, American Library Association, 1959
Member, New York State Library Association, 1959
Member, Onondaga-Oswego School Librarians Association, 1959
    Secretary, President
Member, Skaneateles Teachers Association, 1954
    Secretary, Building Representative, Negotiation Team Member
Member, National Education Association, 1948
Member, New York State United Teachers, 1942
    Delegate to Assembly - 6 years

13. None

14. None

Bonn, Thomas L.

2. Adjunct Lecturer, January 1975

3. Part time, Non-tenured

4. Adjunct Lecturer, January 1975

5.	Syracuse University	Library Science	MSLS	1969
	New York University	Book Publishing	MA	1961

Notre Dame	English	AB	1960

6. Book publishing, Library buildings, Government documents, Political science and law bibliography

7.	Political Science Bibliographer, A.V. Librarian, Documents Bibliographer	SUC at Cortland, NY	1973-
	Executive Director	South Central Research Library Council, Ithaca, NY	1972-1073
	Documents Cataloger, Building Coordinator	SUC at Cortland, NY	1969-1972
8.	Director of Cultural Center	George Jr. Republic Freeville, New York	1968-1969
	Sales Manager	Cornell University Press Ithaca, New York	1967-1968
	Textbook Coordinator	Franklin Book Programs New York City	1964-1966
	College Representative	New American Library New York City	1962-1964

9. "How to Research a Paperback" in The Paperback Goes to School, 1972, B.I.P.A.D.

10. Grant, 1971 - for study of mass market book publishing in years 1939-1949

11. Full tuition scholarship, New York University, 1960
Title II Fellowship, Syracuse, 1969

12. Member, American Library Association, 1969
    Flood Damaged Libraries Committee
Member, New York Library Association, 1971
    Legislative Committee
    Intellectual Freedom Committee
    College and University Section, Chairman
Member, South Central Research Library Council, 1972
    Cable Television Committee, Chairman
    Planning and Coordinating Committee

13. None

14. Member of a number of campus wide and library committees at SUC at Cortland
Chairman, Dryden School Board Nominating Committee, 1974

Chobot, Mary C.

2. Adjunct Lecturer and Coordinator of Field Studies, September 1974

3. Part time, Non-tenured

4. Adjunct Lecturer, September 1974

5.	Syracuse University	Educational administration	18 hrs	
	Syracuse University	Library Science	MSLS	1968
	LeMoyne College	English	BA	1967

6. School library media centers and services (especially management of same)

7.	District Library Media Services Department Head	Baldwinsville Central Schools Baldwinsville, New York	8/73-
	Consultant	Sylvan-Verona Beach Elementary School (Order, organized and set up new collection, so that library was ready for use in September)	Sum 1972
	Librarian	McNamara Elementary School Baldwinsville Central Schools	9/1970- 6/1973
	Librarian and Subject Indexer	American Management Assoc. Center for Planning and Development, Hamilton, NY	6/1969- 4/1970
	Bibliographic Research Assistant	Oak Ridge National Laboratory, Oak Ridge, Tennessee	6/1968- 8/1968
	Base Librarian	U.S. Air Force at Hancock Field, Syracuse, New York	6/1968- 6/1969
8.	Substitute Teacher (part time)	Jamesville-DeWitt Central Schools	May & June 1967, Feb & March 1968

Substitute Teacher (part time)	North Syracuse Central Schools	April & June 1970

9. None

10. None

11. New York State Regents Scholarship, 1963-1967
Oneida Zonta Club Scholarship, 1963-1967
LeMoyne College: Honors Program and Dean's List, 1963-1967
Syracuse University Graduate Fellowship, 1967-1968
Beta Phi Mu, International Library Science Honor Society

12. Member, Onondaga-Oswego School Librarians Association, 1971
Member, New York State Educational Communications Association, 1973
Member, American Association of School Librarians, 1975
Member, Beta Phi Mu, 1968

13. None

14. None

Dervin, Brenda

2. Visiting Assistant Professor, June 1975

3. Part time, Visiting, Non-tenured

4. Visiting Assistant Professor, June 1975

5.	Michigan State Univ.	Communications Research	PhD	1971
	Michigan State Univ.	Communications Research	MA	1968
	Cornell University	Journalism	BS	1960

6. Information needs of urban residents, Information seeking of urban residents, Information delivery to urban residents

7. None

8.	Assistant Professor	School of Communications University of Washington	1972-
	Assistant Professor	School of Library Science Syracuse University	1970-1972

Research Assistant and Instructor	Dept. of Communications Michigan State University	1965-1970
Communications Specialist	Center for Consumer Affairs University of Wisconsin	1963-1965

9. Dervin, Brenda and John Bowes with Douglas Zweizig. "Information Control: The Use of Information in Everyday Problem Solving." In Clarke, Peter, ed. Sage Communication Research Annuals. Vol. 2. Beverly Hills, California, 1973. (in process)

Dervin, Brenda and Bradley S. Greenberg. "The Communication Environment of the Urban Poor." In Kline, Gerald and Philip Tichenor, Current Perspectives in Mass Communication, Sage Communication Research Annuals. Vol. 1. Beverly Hills, California, 1972. (in press)

Dervin, Brenda. "The U.S. Low-Income Urban Village: An Information Vacuum?" UNESCO'S Literacy Discussion. (in press)

Dervin, Brenda. "Establishing Neighborhood Information Centers: The Realities of the Communication Environment." In proceedings of the 17th Allerton Institute published by the University of Illinois (in press, due 1972).

Greenberg, Bradley S. and Brenda Dervin. Use of the Mass Media by the Urban Poor. New York: Praeger Publishers, 1970.

Greenberg, Bradley S. and Brenda Dervin. "Mass Communication among the Urban Poor," Public Opinion Quarterly, Vol. XXXIV, No. 2, Summer 1970, pp. 224-235.

Dervin, Brenda. "Library Services to the Disadvantaged: Some Leads from Social Science," Florida Libraries, December 1970, Vol. 21, No. 4, pp. 150-153.

Greenberg, Bradley S., Brenda Dervin, and Joseph Dominick. "Do People Watch 'Television' or 'Programs'? A Measurement Problem." Journal of Broadcasting, Vol. XII, No. 4, Fall 1968, pp. 367-376.

10. Projects currently underway:

Content analysis of the images of sex roles verbalized by grade school children.

Content analysis of the portrayal of man versus woman, blacks versus whites, and young versus old in top magazine advertisements.

Correlational study of demographic predictors of everyday information needs.

Quantified participant observation study of blockage to obtaining answers to everyday information problems

Directed the following projects:

Study of mass media behaviors of low-income versus general population adults in Lansing, Michigan (n+206 gp; 312 li--field survey).

Study of mass and interpersonal communication behaviors of low income black adults in Cleveland, Ohio (n=366--field survey).

Content analysis of the portrayal of blacks in television ads, comedy shows, drama shows, and quiz shows.

Content analysis of student responses (via weekly diaries) to unstructured teaching.

11. None

12. Member, International Communications Association

13. None

14. None

Feldman, Susan Eleanor

2. Adjunct Lecturer, December 1974

3. Part time, Non-tenured

4. Adjunct Lecturer, December 1974

5.	University of Michigan	Library Science	AMLS	1968
	Cornell University	Linguistics	BA	1967

6. Young adult services

7.	Young Adult Services Librarian	Tompkins County Public Library, Ithaca, New York	1972-

Audiovisual Coordinator	South Central Research Library Council Ithaca, New York	11/1970- 8/1971
Reference Librarian	National Technical Information Service Springfield, Virginia	9/1968- 6/1970

8. None

9. Co-compiler, A Bibliography of Newspapers in Fourteen New York State Counties. In New York History. October 1971, January 1972 issues.

10. Collected and compiled data on newspapers published in Broone, Cayuga, Seneca, and Chemung counties.

    Worked on a regional committee of librarians to develop guidelines for a workshop on working with junior high school age youth.

11. Beta Phi Mu, 1968

12. New York Library Association, 1971
    Children's and Young Adult Services Section — 1st Vice-President, 1974-1975; President, 1975-1976
    Member, American Library Association, 1968

13. None

14. Organized the Ithaca Book Reviewing Cooperative in 1974: a joint project by the Ithaca school libraries, the Finger Lakes Library System, and the Tompkins County Public Library to persuade publishers to send review copies of books. Books are circulated for review to all interested area librarians.
    Finger Lakes Group, Sierra Club - Secretary 1973
    Member, string quartet (amateur) which meets regularly

Fisher, Helen Kay

2. Adjunct Lecturer, July 1974

3. Part time, Non-tenured

4. Adjunct Lecturer, July 1974

5. Syracuse University Library Science MSLS 1969

SUNY at Oswego, NY	Education	30 hrs. Certified Teacher in New York for K-8	1965
University of Toronto	Liberal Arts	BA	1952

6. Children's and adolescents' media, Management and services school library media centers, Children's services in public libraries

7.	School Library Media Specialist	Middle School Holland Patent, New York	9/1973-
	Head of Children's Services	Utica Public Library Utica, New York	1/1970- 7/1973
8.	Teacher of elementary grades	Rome School System Rome, New York	1954-1965
	Bank Teller	Bank of Toronto Toronto, Ontario Canada	1947-1950

9. None

10. None

11. None

12. National Education Association
New York State United Teachers Association
Holland Patent Teachers Association
American Library Association
New York State Library Association
Central New York Library Association
   President, 1973-present

13. None

14. None

Freudenthal, Juan Rothschild

2. Visiting Assistant Professor, June 1975

3. Part time, Visiting, Non-tenured

4. Visiting Assistant Professor, June 1975

University of Michigan	Library Science	PhD	1972
Syracuse University	Library Science	MSLS	1966
University of Munich Germany		Certification	1963
University of Concepcion Chile		Title of Journalist	1960

PhD - Development and Current Status of Bibliographic Organization in Chile

6. Bibliographic methods, comparative and international librarianship (with emphasis in Latin America), literature of the humanities

7.	Special Collections Librarian	SUNY Binghamton, New York	1968-1969
	Head of Reference	Hamilton College Clinton, New York	1966-1968
8.	Spanish Teacher	SUNY-Binghamton, NY Continuing Education Program	1968-1969
	Spanish Teacher	Clinton High School Clinton, New York	1967-1968
	Assistant to the Director in charge of Cultural Affairs	Goethe-Institut Santiago, Chile	1964-1965
	Contributing Editor	The Reader's Encyclopedia	1963-1964
	Reporter, newspapers and radio	Chile	1958-1960

9. Agencias Informativas Internacionales (Information News Agencies) Universidad de Concepcion. Escuela de Periodismo. Chile. 1960. 88p.

The Reader's Encyclopedia. 2nd. ed. 1965. Contributing editor. Spanish and Portuguese literature.

"Development and Current Status of Bibliographic Organization in Chile." Unpublished PhD dissertation, University of Michigan, 1972. 367p.

"Information and Documentation in Chile." Journal of the American Society for Information Science, 23:283-85. (July-August 1972).

"Chilean National Bibliography: Origins and Progress." Libri, 22, no. 4:273-280. (1972).

"Current Status of Libraries and Librarians in Chile." Papers. 18th SALALM. Port-of-Spain, Trinidad, April 29-May 3. (OAS, Washington, D.C.) 19p.

"The Slide as a Communication Tool. Report on a One-Day Workshop." ARLIS/NA Newsletter 1:30 (October 1973).

"SALALM 1973." Wilson Library Bulletin, 48:209-211 (November 1973).

"Library Literature in Chile." CALL (Current Awareness Library Literature), 2:7-9 (Nov.-Dec. 1973).

"The Slide as a Communication Tool. A State-of-the-Art Survey." School Media Quarterly, 2:109-115 (Winter 1974).

"The Chilean Bibliographer and the Biblioteca Nacional." Papers. 19th SALALM. University of Texas. Austin, Texas, April 23-26, 1974. 8p.

"The Book in Chile." Americas. 26:25-29 (May 1974). English edition. Includes six original photographs.

"Advances in Latin American Bibliography and Librarianship: Papers of the Eighteenth SALALM Conference." International Library Review. 6:293-298 (1974).

The Slide as a Communication Tool. A selective annotated bibliography. Second & rec. ed. October 1974. 15p.

Reviews:

Irish Publishing Record 1970. Choice, 10:267-268 (April 1973).

Robert P. Broadus. Selecting Materials for Libraries. (H.W. Wilson, 1973) Library Journal, 98:3238 (November 1, 1973). (Professional Reading column).

Paquita Vivo, ed. The Puerto Ricans: An Annotated Bibliography. (Bowker, 1973) Choice, 10:1702 (January 1974).

Ernest de Prospo. Performance Measures for Public Libraries. (ALA, 1973). Library Journal, 99:968 (April 1, 1974). (Professional Reading column).

Mary A. Gardner. The Press of Latin America: A Tentative and Selected Bibliography in Spanish and Portuguese. (Texas, 1974). Choice, 11:578 (June 1974).

10. Several months of research at the University of Michigan during 1970, followed by further investigations in Chile, between January and April of 1971, resulted in my dissertation entitled "Development and Current Status of Bibliographic Organization in Chile." This study includes colonial archives, education and library development in Chile after Independence, Chilean bibliography, the National Library, Information Services in Chile, education for librarianship, legal deposit, library legislation, etc.

Research done between April-August 1973 culminated in a workshop which I directed entitled "The SLide as a Communication Tool." Subsequently, an article on the same topic was published in School Media Quarterly, 2:109-115 (Winter 1974), and a special bibliography was issued (now in its second edition.)

11. Emily Hollowell Research Fund, 1974
Edmon Low Student Award, University of Michigan, 1972
Beta Phi Mu
HEA Title II-B Fellow, University of Michigan, 9/1969-5/1972
German Government Fellow, DAAD, Germany, 1962-1963
UNESCO Scholarship, Summer School, Central University of Quito, Ecuador, 1959

12. American Library Association
    ACRL Ad Hoc Committee on the Development of Chapters (1973-1974)
    ACRL Task Force on Bibliographic Instruction (1974-1976)
    RASD Bibliography Committee (1974-1976)

Seminar on the Acquisition of Latin American Library Materials (SALALM)
    Chairman, SALALM's Subcommittee on Reporting Bibliographic Activities (1974-)
    SALALM's Project Committee on Oral History of Latin American Library Development

Member, American Association of University Professors
Salaries Committee (1973-)

Member, American Association of Library Schools

Member, ACRL

Member, ARLIS/NA

13. None

14. President, Beta Phi Mu, Beta Beta Chapter, 1973-
Parliamentarian, 1973-1974

Golden, Fay Ann

2. Adjunct Lecturer, July 1970

3. Part time, Non-tenured

4. Adjunct Lecturer, July 1970

5.	Syracuse University	Library Science	MSLS	1970
	Cornell University	Secondary Education	MEd	1967
	Elmira College	Education		
	Tufts University	Drama	AB	1951

6. None

7.	Children's Librarian	Liverpool Public Library Liverpool, New York	11/1971-
	Part time Children's Services Consultant (temporary)	Onondaga Library System Syracuse, New York	10/1970- 9/1971
	School Librarian	Baldwinsville Central Schools, Baldwinsville, NY	1/1970- 6/1970
	Graduate Assistant running children's collection	Syracuse University Library School, Syracuse, New York	Fall 1969
8.	Children's Theatre Director and Teacher	University College of Syracuse University Syracuse, New York	1963-1966

Director	Ithaca Community Players Ithaca, New York	1954-1959
Leader in Creative Drama	Children's Theatre Workshop Ithaca, New York	1959 (?)
Funding Co-director	Magic Circle Theatre for Children, Tufts University	Sum 1952, 1953, 1957

9. None

10. None

11. None

12. Member, American Library Association
Member, New York Library Association
   Member, Bicentennial Committee
Member, Librarians Unlimited
   Chairman, Bicentennial Committee
Member, Beta Phi Mu (Syracuse)
   Secretary, 1973-1974

13. None

14. None

Kinney, Jane

2. Adjunct Lecturer, September 1974

3. Part time, Non-tenured

4. Adjunct Lecturer, September 1974

5.	University of Michigan	Library Science	MALS	1967
	University of Michigan	Education	MA	1962
	University of Michigan-Michigan State University	Speech, English	BA	1947

6. Basic library media services/techniques for public schools K-12

7.	Library/Media Supervisor and Specialist	Sherburne-Earlville Central Schools	1969-
	Consultant	Bureau of School Libraries New York State Education Department	Intervals since 1966

	Librarian	Junior-Senior High School Sherburne, New York	1966-1969
	Librarian, K-12	Earlville Central Earlville, New York	1962-1966
	Assistant-Public Health Library	University of Michigan Ann Arbor, Michigan	1955-1956
	Assistant to Head Librarian	Colgate University Hamilton, New York	1950-1955 1956-1957
8.	4th Grade Teacher	Earlville Central Earlville, New York	1957-1962
	English Teacher	Perry Central Perry, Michigan	1947-1949

9. None

10. None

11. None

12. Member, New York Library Association
    Scholarship Committee
    Building Committee

    Member, School Library Media Association
    Regional Representative I
    Executive Board
    Constitution Revision Committee, Chairman

    Member, New York State Educationa Communication Association

    Member, Local School Librarians
    Vice-President, 1966
    President, 1967
    Programs Committee

13. None

14. Gilbert and Sullivan and other theatre shows, involving dancing and singing

Lally, Karen

2. Adjunct Lecturer, July 1974

3. Part time, Non-tenured

4. Adjunct Lecturer, July 1974.

5.

Syracuse University	Instructional Technology	Doctoral Candidate	
Syracuse University	Library Science	MLS	1973
Utica College	History	BA	1967
Marymount College	History		

6. Design, development, and management of non-book media services in libraries

7., 8.

7.	Branch Librarian, Information Assistant	Utica Public Library Utica, New York	1971-1973
8.	Computer Programmer	Mohawk Airlines Oneida County Airport Utica, New York	1967-1970

9. None

10. Analysis of student information needs in non-traditional degree programs.

    Development of instructional modules for library/information science educational programs

11. None

12. Member, American Library Association
    ISAD/LED Committee on Education for Information Science
    PLA Strategy Group IV-Education for Public Librarians

    Member, AECT

13. None

14. Tutor, Empire State College

Levinstein, Betty G.

2. Adjunct Lecturer, September 1974

3. Part time, Non-tenured

4. Adjunct Lecturer, September 1974

5.	Syracuse University	Library Science	MLS	1972
	University of Chicago	English	BA	1940

6. Reference

7.	Volunteer Librarian	Nottingham High School Clinton Elementary School Syracuse, New York	1972-1973
	Volunteer Librarian	Planned Parenthood Syracuse, New York	1972-1973
	Librarian	Commandant, Twelfth Naval District San Francisco, California	1942-1946
8.	Instructor, Reference Service	Maria Regina College Syracuse, New York	1973-1974

9. None

10. None

11. Beta Phi Mu

12. None

13. None

14. Planned Parenthood, Chairman Sex Education Committee
Syracuse University Women's Club, Volunteer Chairman
Library Associates

MacMullen, H. Shirley

2. Adjunct Lecturer, September 1974

3. Part time, Non-tenured

4. Adjunct Lecturer, September 1974

5.	Syracuse University and State University College at Oswego	Library and School Administration (30 hrs)		
	Syracuse University	Library Science	MSLS	1970
	State University College at Potsdam	Music Education	BS	1950

6. School Libraries

7.	Library Media Specialist	Woodland Elementary School, East Syracuse-Minoa, New York	1971-
8.	Music Teacher	Colonie Central Colonie, New York	1953-1954
	Music Teacher	Hyde Park Central Hyde Park, New York	1950-1953

9. None

10. None

11. Alpha Sigma Omicron Honorary (journalism fraternity)
Beta Phi Mu

12. Member, ALA, AASL, CSD
Member, ALA, Intellectual Freedom Round Table
Member, New York Library Association
Member, Onondaga-Oswego School Librarians
Chairman, Nominating Committee

13. None

14. None

Mautino, Patricia Hallock

2. Adjunct Lecturer, 1973

3. Part time, Non-tenured

4. Adjunct Lecturer, 1973

5.	Syracuse University	Library Science	MLS	1966
	Syracuse University	Spanish-Education	BA	1964

6. School library media centers, Regionalism, Long-range planning, Program evaluation

7.	Director, Curriculum Resource Center	Oswego County BOCES Mexico, New York	1972-
	Coordinator of Library Services and Associate for Long-range Planning	Educational and Cultural Center Serving Onondaga and Oswego Counties, New York (ESEA III Supplementary Center)	1969-1972

	Assistant Librarian	Onondaga Community College Syracuse, New York	1966-1969
	Typist and Research Aide	Syracuse University Library Syracuse, New York	1964-1965
8.	Instructor, Adjunct Faculty (Library Service)	Maria Regina Junior College Syracuse, New York	Spring '72, Fall '73
	Instructor, Adjunct Faculty (Library Science)	School of Information Studies Syracuse University Syracuse, New York	1970-

Numerous consultancies for area school districts, State Education Department, New York State Civil Service Commission.

9. "These Animals Go to School, Too!" Instructor, October 1974, pp. 174-175. (Co-author)

10. Development and implementation of ReDIRS (Redesign Information Resource Service), a statewide network disseminating information on exemplary programs, people and materials for change efforts and redesign in K-12 school systems. (Note: Project Redesign was a major effort coordinated by the State Education Department during 1971-1974.)

Development and implementation of "SDI Reports" service, invovling user needs assessment, ongoing literature searches, product design and publication. Service is keyed to school administrators throughout New York State and is in the third year of operation, contracted for annually by the State Education Department for total-state dissemination.

11. Beta Phi Mu, 1966

New York State Educational Programs and Studies Information Service Commemoration Award, 1974

12. Syracuse University School of Information Studies Alumni Association
    Vice-President
    President
    Program Planning Committee, Nominations Committee
New York Library Association
    School Library Media Section: Nominations, Awards, 1st Vice President, President-Elect (of Section)
Member, Association of Educational Communications and Technology
Member, New York State Educational Communication Association

Member, Central New York Educational Communications Association
Member, Onondaga and Oswego School Librarians Association
Member, New York State BOCES Educational Communication Directors Association
    Policy Committee
    Election for President pending
Member, Librarians Unlimited
    Program Committee
    Executive Board Delegate

13. None

14. Everson Museum member

Samuelson, Kjell

2. Visiting Professor, June 1975

3. Part time, Non-tenured

4. Visiting Professor, June 1975

5.	Karolinska Institut Stockholm	Medicine	MD	1955
	Royal Institut of Technology, Stockholm	Physics, Electronic Engineering	Diploma	1960

6. National/international information systems planning, General systems, Information retrieval

7. None

8.	Research Group	Institute of Information Processing, Royal Institute of Technology, University of Stockholm	Current

9. Not available, but extensive

10. Started in 1962 - first large scale information retrieval operation in Sweden

Industrial consultant and United Nations consultant on international information networks

11. None

12. Member, Society for General Systems Research
    President-Elect, 1975

13. None

14. None

Stroman, Carolyn A.

2. Adjunct Lecturer, January 1975

3. Part time, Non-tenured

4. Adjunct Lecturer, January 1975

5.	Syracuse University	Social Science PhD Program		
	Atlanta University	Sociology	MA	1973
	Syracuse University	Library Science	MSLS	1970
	Howard University	Russian	BA	1968

6. The library as a social organization, Cataloging and classification, Afro-American bibliography

7.	Library Assistant	Morehouse College Atlanta, Georgia	9/1973- 6/1974
	Instructor	Atlanta University Atlanta, Georgia	9/1970- 8/1974
	Librarian	King-on-Campus Elementary School Syracuse, New York	9/1969- 8/1970
	Searcher	Library of Congress Washington, D.C.	9/1968- 9/1969

8. None

9. None

10. Studies on the black press and the black family

11. National Fellowship Fund Fellowship, 1974-present
    Alpha Kappa Delta, 1973
    Beta Phi Mu, 1970
    Syracuse University Scholarship, 1969-1970

12. Member, American Association of University Professors
Member, Metropolitan Atlanta Library Association Recruitment Committee
Member, American Association of Library Schools
Member, Association for the Study of Afro-American Life and History
Member, Black Caucus, American Library Association

13. None

14. None

Tuttle, Rodmilla

2. Adjunct Lecturer, July 1972

3. Part time, Non-tenured

4. Visiting Lecturer, July 1972

5.	Indiana University	Library Science	AM	1965
	Drake University Des Moines, Iowa	History/Political Science	AB	1958

6. Public library services, Young adult services

7.	Community Services Consultant (Special Services and Public Relations)	Onondaga Library System Syracuse, New York	1972-
	Young Adult Services Consultant	Onondaga Library System Syracuse, New York	1967-1972
	Branch Librarian, Children's Librarian, Young Adult Librarian, 1st Assistant Popular Library Department	Gary (Indiana) Public Library	1962-1967
8.	Employment Counselor	Roland Employment Service Chicago, Illinois	1959-1961

9. "Music for the 'Now' Generation." Bookmark, October 1969.

New York Library Association, CYASS Records and Cassettes for Young Adults NYLA, 1972. (Sections on Folk, International Folk, Blues, Gospel and Jazz) Contributor

10. None

11. Phi Beta Kappa
Beta Phi Mu

12. Member, American Library Association, 1965
Member, New York Library Association, 1967
   2nd Vice-President, Children's & YA Services Section, 1970-1971
   Member, CYASS "Recordings for YA" Committee, 1970-1972
   Head, CYASS Public Relations Committee, 1972
   Member, Public Library Section Nominating Committee, 1974
   Member, NYLA Bicentennial Committee, 1974-1975
   Member, NYLA Ad hoc Committee on Concerns of Women, 1975

13. None

14. None

Vaughn, Betty Jane

2. Adjunct Lecturer, January 1975

3. Part time, Social Science Bibliographer, Bird Library, Syracuse University, Non-tenured

4. Adjunct Lecturer, January 1975

5.

SUNY at Albany, NY	Library Science		
University of Chicago		MSLS	1956
SUNY at Albany, NY	Political Science	MA	1954
SUNY at Albany, NY	Social Science	AB	1948

6. Social science - education, Data systems

7.

Social Science Bibliographer	Bird Library Syracuse University	1972-
Director of Library for Continuing Education at Syracuse University	Syracuse University	1961-1972
Circulation Librarian	Harper Library Chicago, Illinois	1956
Serials Librarian/ Cataloguer	State Library of New York Albany, New York	1948-1950

8. High School Teacher   Fort Edward, New York   1957-1960
   High School Teacher   South Glens Falls, New York   1950-1956

9. None

10. None

11. Named in Who's Who of World's Women, 1972-1973
    Named in Who's Who of American Women, 1974-1975

12. None

13. None

14. President, PTA, Nottingham High School, Syracuse, New York
    President, Board of Directors, Salt City Playhouse,
    Syracuse, New York

2. "Profile" of the regular members of the faculty (N=14).

(a) Highest academic degrees held, and fields represented

8 doctoral degrees

- 4 in Librarianship
- 3 in Communication
- 1 in Systems and Information Science

2 A.B.D.

- 1 in Librarianship with masters degree in Librarianship
- 1 in Communication with masters degrees in Anthropology and Socio-Linguistics

4 masters degrees

- 3 in Librarianship
- 1 in Librarianship and History

(b) Distribution by age and sex

Mean	42.9	Male	8
Median	36.5	Female	6
Range	31-64		

(c) Type-of-library background (work experience)

	Academic Library	Public Library	Special Library	Govern. Library	School Library	Totals
Public Service Position	3	1	1	1		6
Technical Service Position	3		4			7
Subject Specialist or Departmental Librarian	4	1				5
Administrative Position	6			1		7
School Librarian					2	2
TOTALS	16	2	5	2	2	27

*Several faculty members have experience in more than one type of library.

(d) Number of years teaching represented.*

Mean	6.9
Median	4.5
Range	1-24

*(Full time only)

(e) Specialties and Competencies Represented, as freely reported by the faculty. (See also section III. B. 2)

Systems analysis
Information systems analysis
Evaluation of information systems
Information storage and retrieval systems
Automatic processing of information
Data structure
Systems analysis of library operations
Library automation
Library consortia and networks
Information technology (2 reports)
Cable TV
Broadcast TV

Research methods (4 reports)
Survey research
Statistics

Human information needs
Human patterns of information acquisition
Information seeking patterns of behavior
User behavior
Community organizations and information transfer
Community analysis
Library users/non-users surveys

Communication
Interpersonal communication
Nonverbal communication

Information service
Reference (2 reports)
Resources and services in the humanities
Cultural area materials
Science and technology information
Environmental information
Governments and information

Cataloging (2 reports)
Classification (2 reports)
Bibliography
Bibliographic control
Computer based bibliographic retrieval systems
International bibliographic control

Management
Administration

Library systems planning
Planning library services
Academic library services
Public library services

Art and museum librarianship
Special collections (rare books, manuscripts,
archives

Information professions
Manpower and education in information studies
Library education (2 reports)
Education for librarianship and information science
Experiential methods of teaching
Continuing education and staff development

Collection development
Adult reading

School media

Human information processing

Change

History of communication - intellectual and organizational aspects

(f) Countries or states represented by place of birth, by educational institutions attended, and by work experience.

(1) Places of birth - georgraphic distribution

Illinois (2)
Michigan
Minnesota
New Jersey (2)
New York (2)
Pennsylvania

Canal Zone, Panama
Bulgaria
Canada
Germany
Hungary

(2) Educational institutions attended

Ph.D.
Michigan State University (2)
Rutgers University (2)
Syracuse University (2)
University of California, Berkeley
University of Michigan

A.B.D.
Michigan State University
University of Chicago

Masters degree
Bryn Mawr College
Columbia University
Georgetown University
Lehigh University
Pennsylvania State University
Rosary College (Illinois)
Rutgers University (2)
State University, Sofia (Bulgaria)
Syracuse University (5)
University of Budapest (Hungary)
University of California, Berkeley
University of Illinois (2)

Bachelors degree
Cornell University
Gettysburg College
Illinois College
Leipzig University
Michigan State University
Pennsylvania State University
Rutgers University
St. John's University (Minnesota)
State University, Sofia (Bulgaria)
Syracuse University
University of Budapest (Hungary)
University of Illinois
University of Saskatchawan (Canada)
Upsala College (New Jersey)

(3) Work experience

Library positions - geographic distribution
Colorado
Illinois
Indiana
Massachusetts
Missouri
New Jersey
New York
Pennsylvania
Washington, D.C.
Bulgaria
Canada
Germany

Non-library positions - geographic distribution
Connecticut
Hawaii
Illinois
Maryland
New York
Pennsylvania
Texas
Austria
Bulgaria
Germany

3. Courses Offered, Enrollment 1973-1975. All courses 3 credit except where indicated. IST 970, 998 not included.

Instructor	Time	Course	Enrollment
Adams	S 73	625: Minorities: Lib & Info Serv	12
	S 74	625: " " " " "	25
Allen	S 73	503: Org of Info Resources	14
	S 73	614: The Adult Reader	21
	F 73	503: Org of Info Resources	32
	F 73	503: Org of Info Resources	25
	F 73	614: The Adult Reader	28
	Sp 74	624: Special Prob/Cataloging	18
	Sp 74	503: Org of Info Resources	25
	Sp 74	614: The Adult Reader	24
	S 74	503: Org of Info Resources	24
	S 74	614: The Adult Reader	22
	F 74	503: Org of Info Resources	35
	F 74	614: The Adult Reader	26
	F 74	630: Org of School Media	21
	Sp 75	624: Special Prob/Cataloging	15
	Sp 75	614: The Adult Reader	23
	Sp 75	630: Org of School Media	13
Atherton	S 73	605: Social Science Info	11
	Sp 74	503: Org of Info Resources	30
	Sp 74	605: Social Science Info	32
	S 74	630: Indexing and Abstracting	15
	F 74	502: Ref and Info Services	37
	F 74	503: Org of Info Resources	21
	Sp 75	503: Org of Info Resources	12
	Sp 75	630: Computer Based Ref Services	19
Bailey	S 73	611: School Ref Services	24
	S 73	616: Mgmt School Media Services	8
	S 74	611: School Ref Services	26
	S 74	616: Mgmt School Media Services	21
Bertran	S 73	506: Mgmt Prin for Info Serv	19
	S 74	660: Med Serv for Youth	18
	S 74	610 Consulting in State & Regional Pub Lib Systems	6
Bonn	Sp 75	620: Amer Bk Pub Today	20
Boone	S 73	662: Surv Non-book Media	23
Chobot	F 74	616: Mgmt School Media Centers	16
	Sp 75	616: Mgmt School Media Services	21

Instructor	Time	Course	Enrollment
Cole	S 73	612: Media for Children	14
Cook	S 73	640: Adv Top in Commun	6
	S 73	650: Computerized Ref Retrieval Systems	5
	F 73	640: Communication and Libs	18
	F 73	653: Res in Lib and Info Sci	7
	F 73	650: Adv Topic: Lib Auto	13
	Sp 74	700: Sem in Beh Sci	2
	Sp 74	653: Res in Lib and Info Sci	13
	S 74	610: Advanced Statistics	8
	S 74	640: The Info Agent	7
	F 74	641: Behavior Info Users	13
	F 74	551: Eval Info	28
	Sp 75	641: Behavior Info Users	2
	Sp 75	653: Res in Lib and Info Sci	12
Crouch	F 73	700: Sem in Beh Sci	6
	F 73	451: Eval Info	30
	Sp 74	700: Sem in Beh Sci	8
	Sp 74	451: Eval Info	49
	F 74	640: Interpers Comm Variables	4
	F 74	700: Sem Beh Sciences	5
	F 74	551: Eval Info	28
	Sp 75	551: Eval Info	20
	Sp 75	640: Interper Commun and the Info Profess	8
D'Aoust	Sp 75	608: Sci and Tech Info	16
D'Elia	F 73	506: Mgmt Prin for Info Serv	35
	F 73	452: Info Tech	37
	Sp 74	452: Info Tech	46
	Sp 74	650: Adv Topic: Lib Auto	26
	Sp 74	506: Mgmt Prin for Info Serv	37
	S 74	452: Info Tech	35
	S 74	506: Mgmt Prin for Info Serv	10
	F 74	506: Mgmt Prin for Info Serv	19
	F 74	552: Info Tech	32
	F 74	640: Info Seeking Patterns	2
	Sp 75	506: Mgmt Prin for Info Services	5
Dosa	S 73	607: Govts and Info	33
	S 73	620: Info Probs in Env Studies	9
	F 73	607: Govts and Info	33
	F 73	608: Sci and Tech Info	13
	F 73	620: Community Organizations	20

Instructor	Time	Course	Enrollment
	S 74	620: Env Info	33
	S 74	607: Govts and Info	31
	F 74	608: Sci and Tech Info	28
	F 74	620: Community Organizations	15
	Sp 75	607: Govts and Info	25
	Sp 75	627: Env Info	13
	Sp 75	607: Govts and Info	30
Dustin	Sp 75	502: Ref and Info Services	30
Edelman	Sp 74	620: Economics of Bk Pub	16
Ely	Sp 74	662: Surv Non-book Media	51
Feldman	Sp 75	613: Media for Young Adults	14
Fisher	S 74	613: Media for Young Adults	13
Genova	F 74	720: Survey Research	9
	F 74	640: Mass Media and Info Trans	18
	Sp 75	640: Cable TV and Info Trans	7
	Sp 75	710: Practicum in Res	4
	Sp 75	551: Eval Info	27
Golden	S 73	617: Story Hour	14
	Sp 74	617: Story Hour	21
	S 74	617: Story Hour	15
	Sp 75	617: Story Hour	8
Greer	S 73	501: Intro to Lib	12
	S 73	502: Ref and Info Services	14
	F 73	501: Intro to Lib	20
	F 73	502: Ref and Info Services	31
	F 73	502: Ref and Info Services	35
	Sp 74	610: Adv Top Mod Libr	12
	Sp 74	502: Ref and Info Services	34
	S 74	501: Intro to Lib	13
	S 74	502: Ref and Info Services	24
	Sp 75	502: Ref and Info Services	26
	Sp 75	610: Analysis of a Comm and Its Lib Needs	11
	Sp 75	647: Sem Library Mgmt	13
Katzer	F 73	720: Sem in Res Methods	7
	F 73	451: Eval Info	31
	Sp 74	710: Practicum in Research	5
	Sp 74	650: Adv Topic: Lib Auto	17
	S 74	451: Eval Info	26

Instructor	Time	Course	Enrollment
	S 74	650: On-Line Comp Applic	6
	F 74	551: Eval Info	23
	F 74	650: On-Line Comp Applic	3
	F 74	551: Eval Info	31
	F 74	653: Res in Lib and Info Sci	18
	Sp 75	650: On-Line Comp Applic	6
	Sp 75	720: Sem in Res Methods	9
Kinney	F 74	662: Surv Non-book Media	23
	Sp 75	660: Ad Top Med Serv Youth: Innovative Uses of Media	18
Kipp	F 74	506: Mgmt Prin for Info Serv	19
Lally	S 74	662: Surv Non-book Media	21
	F 74	662: Surv Non-book Media	21
	Sp 75	662: Surv Non-book Media	22
Lemke	S 73	620: Art and Museum Lib	25
	F 73	634: Archive and Manu Mgmt	26
	F 73	603: Humanities Res and Info Sys	39
	Sp 74	603: Humanities Res and Info Sys	33
	Sp 74	632: Rare Bks and Sp Coll	28
	Sp 74	620: Art and Museum Lib	25
	S 74	620: Art and Museum Lib	31
	F 74	634: Archive and Manu Mgmt	32
	F 74	651: Hist of Bks and Libs	29
	F 74	603: Humanities Res and Info Sys	27
	Sp 75	603: Humanities Res and Info Sys	29
	Sp 75	632: Rare Bks and Sp Coll	25
Levenstein	F 74	502: Ref and Info Services	30
McGill	F 74	730: Sem Info Sys	4
	F 74	552: Info Tech	20
	F 74	552: Info Tech	31
	Sp 75	650: Interactive Storage and Retrieval Sys	21
	Sp 75	730: Sem Info Sys: Interaction Techni for On-Line Retrieval Sys	5
	Sp 75	552: Info Tech	22
McGinniss	S 73	660: Adm District-Wide Sch Media Programs	19
	F 73	612: Media for Children	14
	F 73	613: Media for Young Adults	32

Instructor	Time	Course	Enrollment
	F 73	616: Mgmt of Sch Med Svces	16
	Sp 74	613: Media for Young Adults	17
	Sp 74	616: Mgmt of Sch Med Svcs	22
	Sp 74	612: Media for Children	32
	S 74	660: Adv Top Media Services for Youth: Building Collections	10
McGrath	Sp 74	647: Seminar Lib Mgmt	13
MacMullen	F 74	612: Media for Children	28
Mautino	Sp 74	660: Adv Top Med Services for Youth: District-Wide and Reg Med Progs	18
	Sp 75	660: Adm District-Wide Sch Media Programs	17
Olmsted	F 73	620: Russian Bibliography	8
Patrick	F 74	552: Info Tech	26
	F 74	610: Interlib Cooperation and Information Networks	11
	Sp 75	552: Info Tech	18
	Sp 75	610: Adv Top/Mod Librar: Staff Devel & Contin Ed	9
Schefter	S 73	662: Surv Non-book Media	7
	S 73	664: Selection of Non-Book Matls	1
Sodt	S 73	451: Eval Info	35
Stroman	Sp 75	503: Org Info Resources	22
Taylor	F 73	452: Info Tech	42
	Sp 75	618: Info Needs/Society	8
Tuttle	Sp 75	613: Media Young Adults	26
Underwood	F 73	600: Printing Tech (1 credit)	12
Vaughn	Sp 75	605: Social Sci Info	22

4. Faculty Advising and Research Supervision*

	MASTERS PROGRAM		PH.D. PROGRAM	
	Advisees (including undergrads)	Reading and Research	Primary thesis advisees	Other advisees
Allen	70	4	0	0
Atherton	47	7	0	1
Cook	43	2	0	1
Crouch	38	0	0	1
D'Elia	44	1	0	2
Dosa	39	5	1	0
Genova	26	3	0	2
Greer	49	6	1	4
Katzer	46	0	2	2
Lemke	49	2	0	3
McGill	24	0	0	2
Taylor	19	0	1	1

* There is an "open-door" advising norm in the School, Students are free to seek advice from any faculty member - and they often do. The figures given in the table list the official number of advisees assigned to each faculty member. Thus, these figures are viewed as a conservative, lower limit on advising.

5. Time Estimates

	PERCENT OF TIME ALLOCATED*								
	TEACHING		SUPERVISE RESEARCH		ADVISING		Personal Research	Institutional Activities	Profes- Activities
	MLS	PhD	MLS	PhD	MLS	PhD			
Allen	80	0	5	0	15	0	0	0	0
Atherton	60	0	5	0	0	0	10	20	5
Cook	40	0	5	5	10	0	25	15	0
Crouch	30	25	0	5	2	3	20	15	0
D'Elia	55	0	1	4	5	0	20	15	0
Dosa	40	0	15	0	15	0	10	5	15
Dustin	12	0	0	0	40	0	0	48	0
Genova		60					40		
Greer	56	0	2	2	5	2	12	4	17
Katzer	30	20	0	10	3	3	10	8	6
Lemke	60	0	10	0	10	0	10	5	5
McGill	45	30	0	0	5	2	10	8	0
Patrick	40	0	0	0	0	0	0	50	10
Taylor	10	0	0	3	5	3	5	64	10

*The Figures in this table are percentages. If the question asked for the number of hours allocated, each row would total more than 40. Every faculty member gives some of the evenings and/or weekends to these activities.

Summary of Table

MSLS Program (Teaching, Research, Advising)	55%
Ph.D. Program	10%
Personal Research	10%
Institutional Activities	19%
Professional Activities	6%

Addendum to Faculty Resumes

D'Aoust, Joan C.

2. Adjunct Lecturer, January 1975

3. Part time, Non-tenured

4. Adjunct Lecturer, January 1975

5.	Syracuse University	Information Studies	MLS	1973
	Yale University	History of Christian Thought	MA ABD	1965
	Institute of Medieval Studies, University of Toronto	Theology, Latin, Philosophy		1961-1963
	Smith College	Pre-med, Religion	BA	1961

6. Science and technical information resources, especially biomedical information; Computerized information systems, especially on-line bibliographic data bases

7.	Information Scientist	Bristol Laboratories Syracuse, New York	6/1973-
8.	Instructor Religion Department	Wells College Aurora, New York	1969-1971
	Instructor Religion Department	Wilberforce University Wilberforce, Ohio	1967-1968

9. Book reviews in Choice (religious history).

Abstracts of French language publications in Journal of Ecumenical Studies.

10. None

11. New York Library Association, College and University Section, Sears Scholarship, 1972-1973.
Tuition scholarships to Smith College and Yale Graduate School.
Award for Scholastic Achievement, Smith College, 1961.
Alice Hubbard Derby Prize for best senior student of Greek language and literature, Smith College, 1961.

12. Member, American Society for Information Science
    Member, New York Library Association

13. None

14. Syracuse University Chorus
    Syracuse Smith Club
    Wolf Hollow Racquet Club

III. Faculty

B. Self Study

1. Faculty Qualifications

A review of the faculties of professional graduate schools at Syracuse University shows that the qualifications of the School of Information Studies faculty, especially with respect to earned Ph.D. degrees, compares very favorably.

Of the twelve (12) full time faculty members and the Dean:

- 8 faculty members hold a Ph.D.
- 2 faculty members have almost completed their requirements for a Ph.D.
- 4 hold M.S.L.S. degrees
  - Of these, one has a second master's degree in education
  - and one has a graduate degree from the University of Leipzig, Germany.

For a vacant position on the faculty in the area of work with children, a Ph.D. is a prerequisite.

Any comparison of qualifications must, naturally, be seen in the context of the respective professions. It is, for example, rare that professors of law or of architecture hold Ph.D. degrees. Thus the percentage of faculty members with Ph.D. degrees is higher than in many professional schools.

A comparison with other professional schools gives the following picture:

	Ph.D.'s	Masters	Bachelors	Other
Architecture	4	18	12	2 (French diplomes)
Social Work	4	15		
Public Communications	14	18	4	1 (law)
Human Development	15	27		1 (registered architect)
Education	105	4		
Information Studies	8 (+2 in prog.)	4		

A quantitative comparison of experience, teaching, and advanced studies and research would be a major research project in itself, because all schools, except the Law School and Information Studies, have undergraduate programs, and their faculty members teach in both.

A general comparison shows that, with respect to experience and research, the faculty falls into the overall average of other graduate schools on the campus.

2. Faculty Expertise and Program Areas

"To what degree do faculty expertise and competencies match the areas emphasized in the curriculum of the graduate program?"

There are four substantive areas within the curriculum. A fifth course area is designed to integrate the learnings from the four substantive areas. The Faculty's statements of expertise and competency (see III. A. 2. e) can be categorized into these five curriculum areas.

Curriculum Area	Number of Faculty Identifying this Area as a Competency*
1. Organization of Information and Resources	5
2. Information Needs and Information Environments	8
3. Information Technology	7
4. Communication, Management and Research Methods	4
5. Integrating Courses	4

*These total to more than 14 because 10 members of the Faculty gave competencies in more than one area of the curriculum.

3. Priorities

What priorities have been set within the library school in terms of amount of time to be devoted by the faculty to teaching, research, supervision and counseling of students, institutional and professional activities?

The priorities within the School are in decreasing order of importance and time spent: teaching/advising, research, institutional activities and professional activities.

Faculty members are expected to spend a majority of their time on teaching and advising - advising considered an integral part of the teaching process. A full teaching load is five courses per academic year.

Research is second in importance and each faculty member is expected to conduct or participate in research projects. If a faculty member is engaged in funded research he/she can be relieved of one or more classes or committee assignments at the discretion of the Dean. For instance, a 25% commitment to research is equivalent to one course. Also depending on curriculum requirements, faculty members can be released for non-funded research if the project is feasible and especially if there would be student involvement.

Each faculty member is required to accept one committee assignment within the School. They are also encouraged to accept committee responsibilities on the University level, and to take part in professional activities.

This has been a difficult year for allocation of faculty time for two reasons: some faculty have increased teaching loads because of curriculum demands and a majority have had more committee work particularly because of this self study report. In general this is how the faculty have allocated their time:

Activity	Time allocated (range)
Teaching/advising	60-100%
Research	5-25%
Committee Work	5-25%

Faculty can request work such as typing, mimeographing and xeroxing from the office staff for course and committee work. They also have the use of graduate assistants in proportion to their course and research load.

4. Appointment, Promotion, Tenure

A permanent committee of the School is the PERSONNEL COMMITTEE FOR REAPPOINTMENTS, PROMOTION AND TENURE. Under the bylaws of the School the duties of this committee and the manner in which it is constituted is given in the Faculty Manual for the School.

> The Personnel Committee shall review all faculty members for reappointment, tenure, and promotion, and shall make recommendations for action to the Dean; shall review candidates for appointment and make recommendations to the Dean; and shall determine policy and criteria for faculty evaluation. The Personnel Committee shall be composed of three faculty members and two students. Two faculty members shall be tenured, and one shall be non-tenured. One of the students shall represent the Master's students, and one the Doctoral students. Faculty members of the Personnel Committee shall be nominated by vote of the Faculty excluding studnets. The vote shall be taken at the last Faculty meeting in the Spring of each year. The Dean shall appoint the Personnel Committee from the election results with due regard for (a) committee continuity, (b) needs of other committees, and (c) rotation of all faculty members to serve on this committee. The committee shall choose its own chairperson.

Procedures for reappointment, promotion and tenure. In general, the procedures follow those guidelines given by the AAUP. Within this framework, the School has developed, and the Faculty has approved the following procedures to be used in assessing a Faculty member who is a candidate for reappointment, promotion or tenure.

> PERSONNEL COMMITTEE POLICY FOR REAPPOINTMENTS, PROMOTION AND TENURE Developed and approved by the School of Information Studies Personnel Committee, October 30, 1973.
>
> The evaluation of faculty should be based on a process involving the person to be evaluated, the faculty, and alumni.

The objective of the evaluation process performed by this committee is to make recommendations to the Dean concerning promotion, tenure, and reappointment.

A thorough review of all available information is designed to insure as fair a decision as possible. The deliberations of the committee are closed and confidential. It is in this context that the following procedures are employed.

Categories for Faculty Review and Evaluation

Categories are listed below in order of significance.

1. Teaching[1]
2. Research[1]
3. Advising (except areas listed in footnote 1)
4. Professional Activity[2] (See Senate Form A, III, c, d, e)
5. Community Service (See Senate Form A, III, a, b, f)

Methods of Data Collection

1. Candidates for reappointment, promotion and tenure are sent an adapted Senate Form A for completion. An "Evidence Checklist" will be included to aid the candidate in the completion of Senate Form A.
2. A random sample of graduates for the past three years who were enrolled in classes taught by the candidate for promotion or tenure are sent a letter from the Dean soliciting information regarding the candidate's qualifications.[3]

---

[1] Includes "Readings and Research" and thesis advising if candidate thinks it is appropriate.

[2] Candidate will be encouraged to list under Research those professional activities, e.g., documents, working papers, that influence developments, trends, etc., in the profession.

[3] Underscored phrase added, with faculty approval, on March 5, 1974.

3. Available evidence on teaching performance since last positive decision point (promotion, appointment, tenure) will be assembled.[4]

Procedures to be followed

1. The completed Senate Form A, and all supporting evidence as submitted by the candidate, will be stored in the Dean's Office pending review by the Personnel Committee.

    a. Each item in the submitted materials will be uniquely identified and registered. The candidate will be sent an itemized receipt of those materials.
    b. Photocopying of materials from a candidate's file will be strictly limited and each copy must be accounted for.
    c. Committee members who wish to review a candidate's file or any parts of it will "sign-out" for those materials.

2. Committee members will evaluate each candidate using information in the candidate's file and other appropriate evidence (see Part B of the Policy Statement). Each Committee member will complete a Faculty Review Summary Sheet (attached) for each candidate.
3. The Personnel Committee will meet and discuss each candidate. Following discussion a secret straw vote will be taken. A simple majority vote will suffice for all decisions.

[4] "In order to assure that faculty members who will be up for promotion, tenure or reappointment in the future have all the evidence necessary for the Personnel Committee's deliberation, we suggest that

1. Faculty members keep, if possible, individual evaluation forms of their courses from their last positive decision point. This is defined as the date of their initial appointment to the faculty, their promotion to an academic rank, or the granting of tenure, whichever came last.
2. The IST Office maintain a complete file of summaries of faculty evaluation forms for a period of seven years."

Approved by Faculty on February 19, 1974.

a. If the outcome of the straw vote is positive and in the absence of further discussion that vote will become official. The Committee will then draft a written evaluation of the candidate and submit it to the Dean for his consideration and final action.[5]

b. If the outcome of the straw vote is negative, the Committee will draft an interim written evaluation and submit it to the candidate.[5]

The candidate is then invited to meet with the Committee to review the interim report and discuss the interpretation of the supporting evidence.

Following this meetings, the Personnel Committee shall re-open the discussion of the candidate and take a secret final vote. A written evaluation of the candidate will be prepared and submitted to the Dean for his consideration and final action.[5]

4. In all cases, the Dean will make the final decision regarding the candidate.

   a. If the final decision is positive, the Dean should so notify the candidate, and if desired, may review the evaluation report with the candidate.

   b. If the final action is negative, it is the responsibility of the Dean to inform the candidate as soon as possible, and to furnish a detailed written evaluation to the candidate. Furthermore, the candidate may request a meeting with either the Dean or the Personnel Committee to discuss the written evaluation and all relevant aspects of the decision. Because of the nature of the University's appeals procedure, it is recommended that all discussions and correspondence with a candidate be documented.

---

[5] The statement "The evaluation will not include the vote tally" is deleted from this paragraph. ("The procedures approved by the Faculty for reappointment, tenure and promotion are in minor conflict with the University Senate's requirements. Particularly, our rules specify that in communicating our final decision to the Dean, the vote shall not be included. Since the form communicating the School's decision to the Senate requires that information we recommend that the Faculty approve changing the policy with regard to this one point. The motion was carried unanimously." Faculty Meeting, April 30, 1974.

5. Candidates are always permitted to submit their written response to their evaluation report or any communication with the Dean or the Personnel Committee. This response will be included in the candidate's file. This provision is included to insure that all sides will be recorded and preserved; it is not to be construed as a part of an appeals procedure.

Faculty grievances. Grievances relating to reappointment, promotion and tenure are handled both before and after a negative decision is made. As described in the School's procedures (above), the Personnel Committee is obligated to inform a candidate if a negative recommendation to the Dean is likely. The Committee is required to describe in writing the reasons for its recommendation and must ask if the candidate wishes to supply further information to the Committee, or meet with the Committee. It is only after such a meeting has taken place, or after the additional information has been reviewed, that the Personnel Committee takes a final vote and sends its recommendations to the Dean.

It is the Dean's responsibility to make the final recommendation to the University. If the decision is likely to be negative, the Dean will review all materials submitted by the candidate and will study the recommendations and supporting rationale of the Personnel Committee. The Dean or the candidate may request to meet to discuss the situation prior to the Dean's submission of the School's recommendation.

Because of this extensive pre-decision grievance procedure, and because the School does not have sufficient Faculty members to insure an impartial review hearing, the School does not have its own procedures to handle Faculty grievances.

After a negative decision has been made, the candidate may request a hearing by the Senate Sub-Committee on Academic Freedom, Tenure and Professional Ethics. Procedures that are to be followed in such a hearing are described in the University's Faculty Manual.

2.8.11. Dismissal Procedures

2.8.11.1. Adequate cause for a dismissal shall be related, directly and substantially, to the fitness of the faculty member in his professional capacity as a teacher or scholar. Dismissal shall not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

2.8.11.2. Dismissal of a faculty member with continuous tenure, or with a special or probationary appointment before the end of the specified term, shall be preceded by: (1) discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement; (2) informal inquiry by the University Senate Sub-Committee on Academic Freedom, Tenure and Professional Ethics which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken, without its opinion being binding upon the Chancellor; (3) a statement of charges, framed with reasonable particularity by the Chancellor or his delegate.

2.8.11.3. A dismissal, as defined in Section 2.8.11.1., shall be preceded by a statement of reasons, and the individual concerned shall have the right to be heard initially by the hearing panel of the University Senate Sub-Committee on Academic Freedom, Tenure and Professional Ethics. A member shall remove himself from the case, either at the request of a party or on his own initiative, if he deems himself disqualified for bias or interest. Each party shall have a maximum of two challenges without stated cause. Replacements for disqualified members shall be selected by the remaining members of the hearing panel.

2.8.11.3.1. Service of notice of hearing with specific charges in writing shall be made at least 20 days prior to the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges against him or asserts that the charges do not support a finding of adequate cause, the hearing panel shall evaluate all available evidence and rest its recommendation upon the evidence in the record.

2.8.11.3.2. The hearing panel shall inquire of the faculty member whether the hearing shall be open or closed and shall abide by the preference of the faculty member.

2.8.11.3.3. During the proceedings, the faculty member shall be permitted to have an academic advisor and counsel of his own choice.

2.8.11.3.4. At the request of either party or the hearing panel, a representative of a responsible educational association shall be permitted to attend the proceedings as an observer.

2.8.11.3.5. A verbatim record of the hearing or hearings shall be taken and a typewritten copy shall be made available to the faculty member without cost to him, at his request.

2.8.11.3.6. The burden of proof that adequate cause exists rests with the University by a preponderance of all relevant evidence.

2.8.11.3.7. The hearing panel shall grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

2.8.11.3.8. The faculty member shall be afforded an opportunity to obtain necessary witnesses and documentary or other evidence, and the administration of the University shall, insofar as it is possible for it to do so, secure the cooperation of such witnesses and make available necessary documents and other evidence within its control.

2.8.11.3.9. The faculty member and the administration shall have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear, but the committee determines that the interests of justice require admission of his statement, the committee shall identify the witness, disclose his statement, and if possible provide for interrogatories.

2.8.11.3.10. In the hearing of charges of incompetence, the testimony shall include that of qualified faculty members.

2.8.11.3.11. The hearing panel shall not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort shall be made to obtain the most reliable evidence available.

2.8.11.3.12. The findings of fact and the decision shall be based solely on the hearing record.

2.8.11.3.13. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers shall be avoided so far as possible until the proceedings, including consideration by the Board of Trustees, have been completed. The Chancellor and the faculty member shall be notified of the decision in writing.

2.8.11.3.14. If the hearing panel concludes that adequate cause for dismissal has not been established by the evidence in the record, it shall so report to the Chancellor. If the Chancellor rejects the report, he shall state his reasons for so doing, and shall set forth in writing the findings which justify rejection.

He shall submit his report to the hearing panel and to the faculty member, and provide an opportunity for response before transmitting the case to the Board of Trustees. If the hearing panel concludes that adequate cause for dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it shall so recommend, with supporting reasons.

2.8.15. Academic Freedom of Nontenured Faculty. If a faculty member on probationary or other nontenured appointment alleges that considerations violative of academic freedom significantly contributed to a decision not to reappoint him, his allegation shall be given preliminary consideration by the University Senate Sub-Committee on Academic Freedom, Tenure and Professional Ethics, which shall seek to settle the matter by informal methods. His allegation shall be accompanied by a statement that he agrees to that presentation, for the consideration of the faculty committees, of such reasons and evidence as the institution may allege in support of its decision. If the difficulty is unresolved at this stage, and if the committee so recommends, the matter shall be heard in the manner set forth in Section 2.8.11 and 2.8.12, except that the faculty member making the complaint is responsible for stating the grounds upon which he bases his allegations, and the burden of proof shall rest upon him. If he succeeds in establishing a prima facie case, it is incumbent upon those who made the decision not to reappoint him to come forward with evidence in support of their decision.

Initial appointment to the School. The Dean working in conjunction with the Personnel Committee prepares a description of any available professional positions on the Faculty. This description and the procedures for advertising and evaluating applicants is reviewed by the University's Affirmative Action Committee.

After advertising the availability of the position in appropriate media and professional organizations, the School follows steps:

1. Collection of all applicant data
2. Preliminary screening by Personnel Committee and Dean to

eliminate obvious misfits

3. Ranking of candidates by Dean and Personnel Committee
4. Collection of additional data (e.g. references) on most qualified candidates
5. Invite the top two-four candidates for a two-day visit
6. Have invited candidate meet with Dean, Personnel Committee, all Faculty, students and alumni (if possible). Candidate should also meet with Faculty from related areas within the University (if applicable).
7. Collection and review of reactions resulting from visit
8. Ranking of candidates by Dean and Search Committee
9. Recommendation to Faculty for final vote
10. Vote by School Faculty
11. Submission of hiring proposal form to Affirmative Action Committee
12. Recommendation of appointment to Vice Chancellor

5. Faculty and Program Development

In number of faculty, the School has remained steady for the past three years. In 1971-72, all units of the University sustained a cut in faculty personnel. The School of Information Studies (Library Science at that time) lost one faculty member and the position of Assistant Dean. In the latter case, the position was maintained but transferred from administration to teaching.

In the winter of 1973-74, together with other academic units on the campus, we were requested by the Vice Chancellor for Academic Affairs to prepare a five year projection of programs and priorities. The following commentary and diagrams are excerpted from that report. (This report is available for the Accreditation Team during their visit.) Though the models differ somewhat from our present program model, they are sufficiently close enough to show the proposed plan for faculty development.

The model and accompanying diagrams should not be confused with the curriculum model developed in the section on Curriculum. (Section II). It represents an earlier model from which the present curriculum model has been developed, and must be viewed in this perspective. The diagrams are important in that they show a kind of interim model between the library-centered curriculum of five years ago and the information-process model beginning to emerge and discussed in the Section on Curriculum. More important for the purposes of this section on faculty, the diagrams give a sense of the kinds of faculty interests and expertise we hope will develop.

Figure 1 indicates our long range concerns which are directed toward

(a) the analysis of

(b) different kinds of information systems for

(c) different types of audiences

This represents a conscious shift in effort, in which our primary concern of the past - the library - becomes but one of several information agencies and systems of interest.

Under the rubric Analysis our concerns are directed toward the design, management, and evaluation of information systems and services, together with the research methods appropriate to this analysis.

Traditionally a library school has limited itself to the preparation of students for work in libraries and similar kinds of agencies such as school media centers, archives, etc. The rubric - Information Systems - on the diagrams, attempts to underline the realization that such agencies exist and operate in a much larger context of information transfer. This implies that we should not start with the particular agency - e.g. the library - and search for problems for it to solve. It is rather that we should attempt to understand the nature and process of information transfer and the kinds of agencies - even new ones - best suited to solve these kinds of problems. It is not our intent - indeed it would be impossible at this time - to include all information systems and services in this category. We are concerned during the next five years, through faculty change, to broaden the range of systems and services of concern to the program.

Our concern with different types of audiences stems from the belief that the library has not done well with publics which differ from its traditional publics. As one observer has noted, the library serves its users rather well, but its market rather poorly. Much of the information and recreation that, for example, were provided by the public library comes now through the mass media, inexpensive paperbacks, and special informaion services. Many information needs of industry are met by commercial services such as information-on-demand companies. The decision maker has been poorly served by libraries.

Consequently the study of the information needs of different kinds of audiences is critical to our concerns. Such study obviously has implications for the analysis and design of information systems and services. The sensitivity to information needs, expressed and unexpressed, and the concomitant research methodology are critical to a contemporary program in information studies. This area of concern then comprises the study of communities (groups, cities, towns, nations) and of organizations (industrial, public interest, governmental, academic) in the context of information transfer.

In Figure 2, we show a further breakdown in our planned program, with an approximation (numbers in parentheses) of our commitment during 1971-1974. These estimates are based on courses offered, student enrollment in courses, and instructional budgets for the period. These are ball-park approximations and are intended only to illustrate the general thrust of our recent program. A quick reading tells us that nearly 80% of effort during that period was directed toward the operation and management of libraries, media centers, and archives. In addition, though not indicated in the diagrams, the audiences are almost entirely those of education, i.e. teachers and students, and of research and scholarship.

In Figure 3, we show both the commitment for the period 1971-1974 (in parentheses) and the proposed shift desired (not in parentheses). A few comments may illustrate the intended changes.

a. We will reduce our efforts in the operation area and place more emphasis on design and evaluation.

b. We will reduce the emphasis on libraries and shift to a broader spectrum of information systems and services. This will also mean a shift from systems based on print to systems based on all media, including print.

c. We expect to put more effort into the study of information environments and the information needs of different publics.

d. We will keep our research methods courses at approximately the same level, but probably with more emphasis on the development of design and evaluation criteria.

The speed of this change is affected by several factors

. . . retirements and resignations

. . . ability to attract more students to the program

. . . ability to attract students with broader and more appropriate backgrounds

. . . the market for graduates

. . . the economics of higher education

ANALYSIS —of→ INFORMATION SYSTEMS —for→ VARYING AUDIENCES

Design

Development

Operation

Management

Evaluation

Research Methods

(such as ...)

Libraries

Media Centers

Data Networks

Community Organizations

Cultural Institutions

Systems in Government,
Management, Education,
Communication

Informal Systems

⋮

(for example ...)

Teachers

Students

Scholars

Researchers

Applied Researchers

Decision-makers

Leisure and
Recreational Users

Children

Disadvantaged

Mass Audiences

Etc.

Figure 1: Gross Planning Context for School of Information Studies

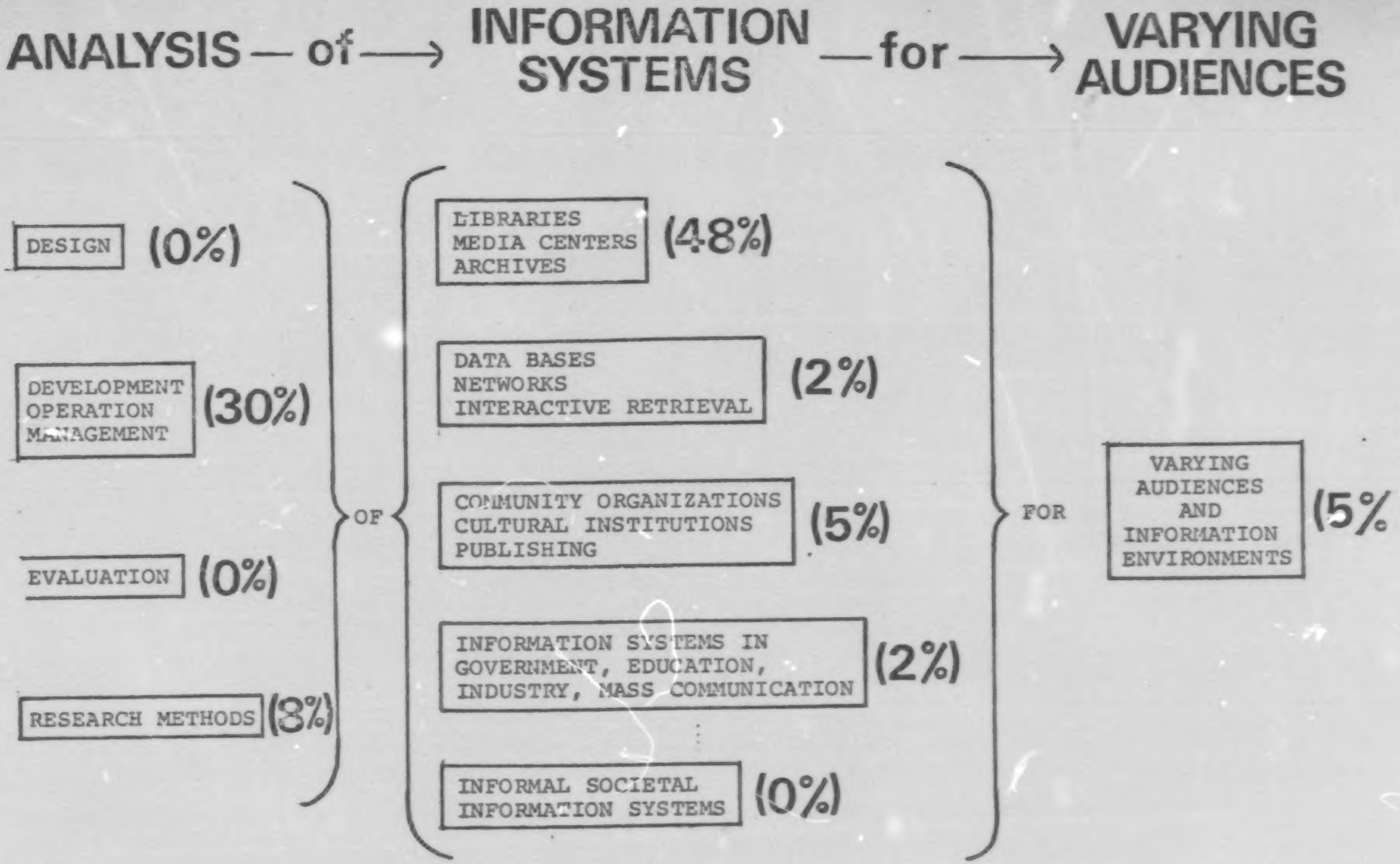
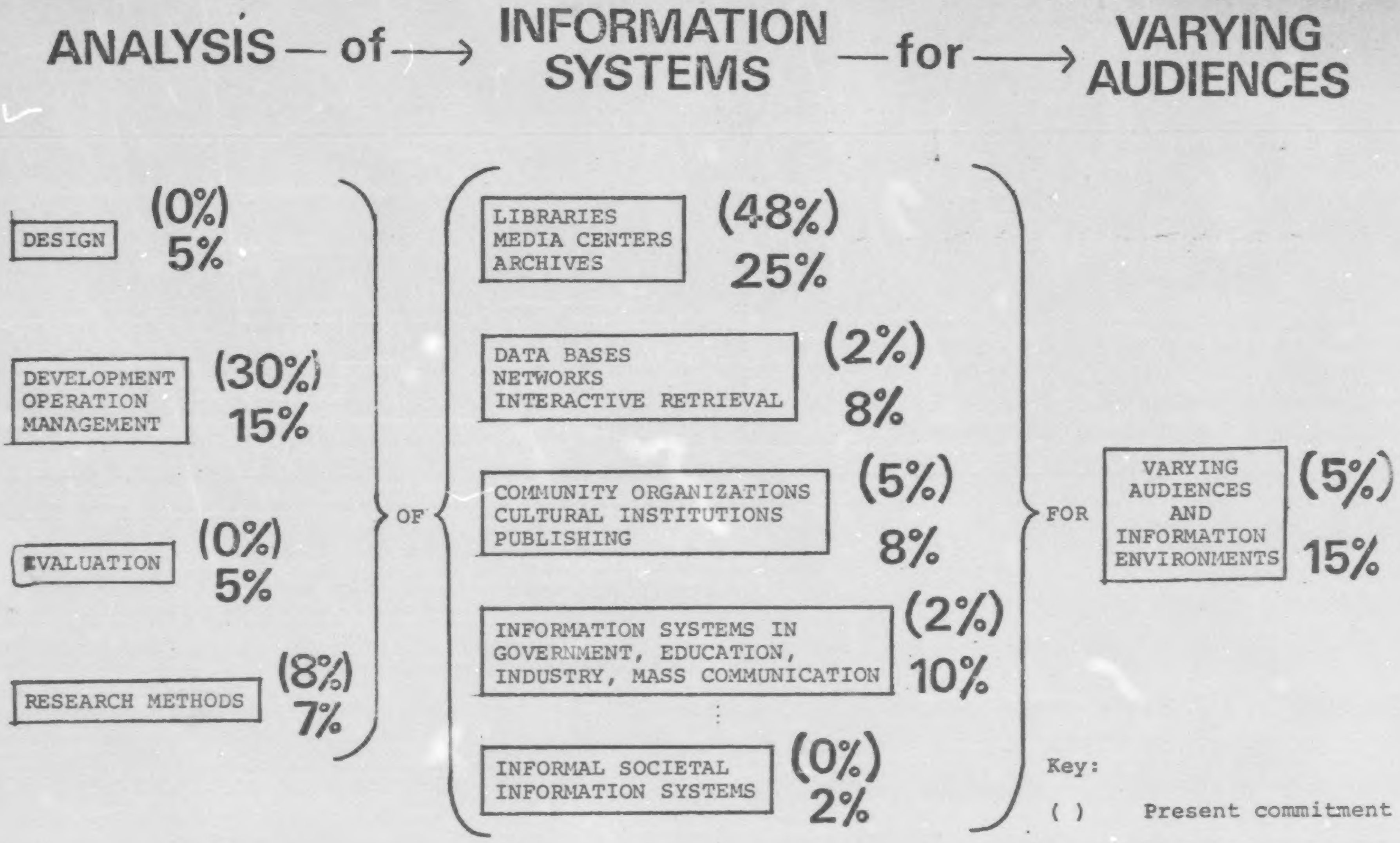

ANALYSIS — of →
INFORMATION SYSTEMS
— for →
VARYING AUDIENCES
DESIGN (0%)
DEVELOPMENT OPERATION MANAGEMENT (30%)
EVALUATION (0%)
RESEARCH METHODS (8%)
OF
LIBRARIES MEDIA CENTERS ARCHIVES (48%)
DATA BASES NETWORKS INTERACTIVE RETRIEVAL (2%)
COMMUNITY ORGANIZATIONS CULTURAL INSTITUTIONS PUBLISHING (5%)
INFORMATION SYSTEMS IN GOVERNMENT, EDUCATION, INDUSTRY, MASS COMMUNICATION (2%)
INFORMAL SOCIETAL INFORMATION SYSTEMS (0%)
FOR
VARYING AUDIENCES AND INFORMATION ENVIRONMENTS (5%

Figure 2: Program Content, approximate present commitment



ANALYSIS — of → INFORMATION SYSTEMS — for → VARYING AUDIENCES

DESIGN (0%) 5%

DEVELOPMENT OPERATION MANAGEMENT (30%) 15%

EVALUATION (0%) 5%

RESEARCH METHODS (8%) 7%

OF

LIBRARIES MEDIA CENTERS ARCHIVES (48%) 25%

DATA BASES NETWORKS INTERACTIVE RETRIEVAL (2%) 8%

COMMUNITY ORGANIZATIONS CULTURAL INSTITUTIONS PUBLISHING (5%) 8%

INFORMATION SYSTEMS IN GOVERNMENT, EDUCATION, INDUSTRY, MASS COMMUNICATION (2%) 10%

INFORMAL SOCIETAL INFORMATION SYSTEMS (0%) 2%

FOR

VARYING AUDIENCES AND INFORMATION ENVIRONMENTS (5%) 15%

Key:

( ) Present commitment

No ( ) Desired commitment

Figure 3: Program Content, Projected Desired Commitment

6. Salary Comparison: School and University

The salaries of the School of Information Studies compare with the overall University salaries as follows:

All University Mean Salary
(December 1, 1974, Report to AAUP)

Professors	$22,655	IST has one above (male) and two below (both female) the mean.
Associate Professors	17,134	IST has one above (female) and one below (male) the mean.
Assistant Professors	13,696	IST has five above (all male) and two below (both female) the mean.

These figures do not include either the Dean or the Assistant to the Dean. The discrepancy between male and female at the assistant professor level reflects nothing more than date of initial employment.

Since the above figures include all University programs - undergraduate, graduate, and special programs - it might be of interest to refer the salaries briefly with other professional graduate programs. This comparison shows that the salaries are below those in the Law School. On the other hand, they are above those in Public Communication, Human Development, and Social Work. They are on a par with the School of Education.

7. Faculty Recruitment

Under the present economic circumstances it does not seem likely that we will be able to add significantly to the Faculty of this School in the near future. However, because of our strength in offering courses through University College, the evening division, we were able to add one person to the Faculty in the Fall of 1974. This person, Dr. Ruth Patrick is not on the regular University budget, but on the supplemental University College budget, and one of her responsibilities is the development of a continuing education effort for the School.

Since 1973, five faculty members have resigned or retired from the Faculty, and four replacements for these positions and an additional faculty member supported by University have been added to the Faculty of the School.

Wayne Crouch, Ph.D., Communications, Michigan State

George D'Elia, Ph.D., Library Science, Rutgers

B.K. Genova, Ph.D. Cand., Communications, Michigan State

Michael McGill, Ph.D., Systems and Information Science, Syracuse

Ruth Patrick, Ph.D., Library Science, California, Berkeley

As of this writing an additional replacement is being sought in the are of "Children and Media." The following is a description of the position as advertised:

> "...We are especially concerned with the role of media in the transmission of cultural values; the effects of media on children; the role and function of media centers in schools, libraries, and other information services. Candidates should have a good knowledge of the technologies of non-print media and of the potentials for systems development.

> Specifically the position entails the following responsibilities:
>
> 1. To develop program and relevant courses on the role of media especially in, but not limited to, the context of children and education;
>
> 2. To oversee development of program for school media specialists based on competency-based certification requirements, and to provide liaison with appropriate state agencies;
>
> 3. To supervise field work for school media personnel."

We will have another retirement in December 1975 - Professor John Allen - and we expect to fill the position with a person with a background in library science, with particular knowledge in the organization of information and information retrieval and networks.

8. Professional and Other Activities

All of the full-time members of the faculty allocate some of their time to professionally-related activities outside of the M.S.L.S. degree program.

More faculty members are involved in professional associations than in any other "outside" activity. Thirteen of the fourteen full time faculty members have at least one active professional membership. Some have five or more active memberships. In all, 19 different professional associations have at least one member from our School; while some (ALA, NYLA, ASIS, ICA) have at least five members. In addition to general membership, six members of the faculty have served, or are serving, as officers or chairpersons within these associations -- including two past presidents of ASIS and several members of executive boards and chairpersons of various interest groups. As might be expected, it is the more senior members of the faculty who have official duties in these organizations.

Over half the faculty serve as advisors or consultants to organizations and agencies outside of the University. These include state libraries, federal agencies, local libraries, library schools, professional associations, and private industry. Three members of the faculty have taught or lectured at other library schools.

Within the University, our faculty represents the School in various university-wide associations -- such as the University Senate and the Board of Graduate Studies. Several members of the faculty, because of their particular knowledge (about libraries, communication, or computers) have served on various advisory committees within the University.

And, within our School, most of the faculty contribute (as teachers, advisors or consultants) to our Ph.D. program in Information Transfer.

In the period 1973-1975, three faculty members have had one-semester sabbatical leaves at full salary.

In all, the faculty (and especially the more senior members of the faculty) are involved with a broad range of "outside" activities.

We are gradually developing contacts with the broader field. This includes such activities as active work with the local cable television committee in Syracuse, with the Information Industry Association, with the United Nations Environmental Program, with the National Research Library of Canada, with UNISIST, and with the development of the California Library Consortium. Present and past faculty members of the School have been closely associated with a series of communication seminars offered in Washington, Wisconsin, and California during the past year.

The effect of these activities on the MSLS degree program is difficult to ascertain in any objective way. It is clear, however, that the faculty members are not so busy with outside activities that they fail to meet their responsibilities to the MSLS program. Many faculty members do some of their "outside" work during weekends or summers.

On the other side of the coin, we believe that these external activities have a double benefit to the MSLS program. First, they help us describe ourselves to potential students, employers, and colleagues. Second, they educate and broaden the faculty member so his contributions to the program are more up-to-date, more realistic, and from a wider perspective.

9. Part-Time Faculty

The following is a summary of the results of an extensive telephone interview with 12 part-time faculty. It was made because we realize there are problems of communication and support services. The problem is high on our agenda for some remedial action during the coming year. The summary of comments was made by Professor D'Elia, who did the interviewing.

a. The adjunct faculty do not feel well informed about the program.

b. They do not feel as if we have attempted to keep them informed (with possible exception of school activities).

c. They expressed a strong need to be informed, especially about the philosophy of the School, the curriculum and its development. They do not appear to be concerned about their lack of information concerning academic policies. They deal directly with Professor Dustin when a problem arises (which does not appear to be very often).

d. It appears that they would prefer periodic meetings, in the evening, rather than a deluge of memoranda - as a means of conveying information and integrating them more fully in the program.

e. They seem to be encountering problems in three areas:

   (1) copying - They cannot get to the office which forces (or encourages) them to use their own copying services. Many are concerned about the ethics of this expedient arrangement.

   (2) A-V services - see below.

   (3) University problems - parking, classrooms, bookstore, etc. Inevitably they all

turn to Professor Dustin with their problems, and just as inevitably, if it can be fixed, Professor Dustin fixes it.

f. For the most part, the adjunct faculty do not use computing services and they occasionally use the library with no complaints. The school media people have a strong need for A-V services but University support appears inadequate. Either A-V services does not have the equipment needed and the adjunct must use their own equipment, or A-V services has the equipment, but delivery is sporadic.

g. The adjunct faculty expressed much concern about the direction of the School, the apparent lack of structure in the curriculum, the apparent confusion of the students, the future of the school media program and their role in the School.

Three matters are apparent and need comment. First is the need for better forms of communication. This we hope to accomplish with a brief occasional news sheet and with meetings, whenever possible, with adjunct faculty. The second generally concerns support services from the University. Though resolution of these kinds of problems is not in our hands, we can inform those concerned with support services and work with them to improve those services. This question is commented on further in Section VI following.

The third problem, commented on in (g) above, concerns the School's direction. This probably is a reflection of the fact that, in 1974-1975, we have been without a full-time faculty member in the area of school media. Since many of the part-time faculty represent this interest and their courses usually have students with this career objective, they felt they did not have a "home" in the School. This will be remedied in the coming year with the new appointment in that field.

IV. Students

A. Factual Data

1. Number of Degrees Granted

1973 = 122
1974 = 128
1975 (expected) = 130

2. Student Enrollment

The enrollment statistics for the 1972-74 Fall semesters are given below. It is felt that these three selected semesters will provide a sufficient overview of student enrollment. Spring semester enrollments are usually slightly below Fall. In addition there is a substantial enrollment during the Summer. Spring and Summer enrollment figures are on file and available in the School's office.

In completing these forms, each student was counted only once and placed in the category which best represented his status: We used the method employed by Syracuse University in computing full-time equivalent (FTE) status; graduate assistants, resident advisors and students carrying twelve hours are counted as one FTE. A student carrying more than twelve hours is also counted as one FTE, and those carrying less hours are counted proportionately.

Fall Semester 1972 : 8 (month) 25 (day) 72 (year) through 12 (month) 19 (day) 72 (year)

	FULL-TIME			PART-TIME				TOTAL FTE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(3 + 7)
	No. of students			Head count			FTE	
	Men	Women	Total	Men	Women	Total		
(a) First professional degree program	18	47	65	23	171	194	71.25	136.25
(b) Post-master's program					2	2	.5	.5
(c) Doctoral program	4	2	6*	1	3	4	1	7
(d) Special, non-degree program								
(e) Undergraduate program				2	16	18	7	7
(f) Extension program								
TOTAL	22	49	71	26	192	218	79.75	150.75

*does not include 2 students working on dissertations

Fall Semester 1973 : 8 28 73 through 12 19 73
(month) (day) (year) (month) (day) (year)

	FULL-TIME			PART-TIME				TOTAL FTE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(3 + 7)
	No. of students			Head count			FTE	
	Men	Women	Total	Men	Women	Total		
(a) First professional degree program	18	50	68	22	164	186	68	136
(b) Post-master's program		1	1		2	7	2	3
(c) Doctoral program	3	3	6*		4	9	2.25	8.25
(d) Special, non-degree program								
(e) Undergraduate program		1	1	5	15	20	7.50	8.50
(f) Extension program								
TOTAL	21	55	76	34	190	224	79.75	155.75

*does not include 3 students working on dissertations

Fall Semester 1974 : 9 9 74 through 12 23 74
(month) (day) (year) (month) (day) (year)

	FULL-TIME			PART-TIME				TOTAL FTE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(3 + 7)
	No. of students			Head count			FTE	
	Men	Women	Total	Men	Women	Total		
(a) First professional degree program	15	78	93	25	148	173	75.25	168.25
(b) Post-master's program				1	6	7	1.75	1.75
(c) Doctoral program	2	2	4*	10	3	13	3.50	7.50
(d) Special, non-degree program								
(e) Undergraduate program				6	18	24	8.0	8
(f) Extension program					24	24	6	6
TOTAL	17	80	97	42	199	241	94.5	191.5

*does not include 6 students workingon dissertations

3. Student Profile (Spring 1975)

a. Highest degree attained. (N=277)

(1) Bachelor degrees (N=236)

(a) Subject background.

English	55
Education	45
Social Sciences	40
History	34
Sciences	16
Fine Arts	14
Languages	14
Library Science	7
Philosophy-Theology	6
Area Studies	3
Radio-TV	2

(b) Institution location.

New York State	94
Syracuse University	47
New England	11
Mid-Atlantic	32
Mid-West	23
South	6
Far West	4
Foreign	8

(2) Master degrees (N=39)

(a) Subject background.

Library science	12
Education	10
History	6
English	4
French	3
Art history	1
Music	1
Spanish	1
Urban studies	1

(b) Institution location.

Syracuse University	12
New York State	11
New England	3
Mid-Atlantic	4
Mid-West	1
South	4
Far West	3

(3) Ph.D. degrees (N=2)

(a) Subject background

Botany
English

(b) Institution location.

Pennsylvania (University of Pennsylvania)
North Carolina (Duke University)

b. GRE Scores

		Verbal	Quantitative
All students (N=178)	$\bar{X}$	577	501
	Median	580	500
	Range	340-800	210-760
Males (N=31)	$\bar{X}$	588	521
	Median	570	510
	Range	350-800	220-750
Females (N=147)	$\bar{X}$	575	497
	Median	580	520
	Range	340-800	210-760
Matriculated (N=176)	$\bar{X}$	576	501
	Median	580	500
	Range	340-800	210-760
Non-Matriculated (N=2)	Range	660-720	520-560

		Verbal	Quantitative
Full-time (N=82)	$\bar{X}$	585	514
	Median	580	500
	Range	340-800	210-760
Part-time (N=96)	$\bar{X}$	570	491
	Median	570	490
	Range	350-800	250-730

---

c. Breakdown of Student Status

		Full-time	Part-time		
MALE	Matric.	17 (.06)	15 (.05)	32 (.11)	56 (.20)
	Non-Matric.	0	24 (.085)	24 (.085)	
FEMALE	Matric	68 (.24)	83 (.29)	151 (.53)	228 (.80)
	Non-Matric.	0	77 (.27)	77 (.27)	
		85 (.30)	199 (.70)	284 (1.00)	

d. Departments of Non-IST students (N=11)

Undergraduate	-	Fashion	1
Graduate	-	Education	5
		History	1
		Law	1
		Management	1
		Landscape Architecture	1
		Public Communication	1

e. Additional notes

The undergraduate grade point average is not included because it is felt it would not be a meaningful characteristic. The average needs to be examined in relation to the School (s) attended, the courses taken and the dates of attendance.

As stated in our policy on admissions, there are no students admitted on a conditioned or probationary basis.

In fall, 1974 there were 16 master's students (5 male, 11 female) or 16.5% of the full-time student body receiving financial aid (exclusive of work-study arrangements and awards entailing a service obligation). The amount of aid ranged from $1,000.00 to $8,600.00 and included the following awards: Office of Education Fellowships, H.W. Wilson scholarship, Gaylord scholarships and Syracuse University Scholarships.

There were 16 master's students (3 male, 13 female) or 16.5% of the full-time student body who had graduate assistantships, internships or resident advisor positions. These appointments were in the following areas: School of Information Studies (3), Education Resource Center (2), School of Nursing (1), School of Human Development (1), Bird Library (1), Office of Career Services (1), Laubach Literacy, Inc. (1), Metropolitan Studies (1), Resident Advisors (2), Gaylord Brothers, Inc. (1), Canal Museum (2).

Approximately 75% of the aid in dollar figures awarded to students in this School went in 1974-75 to Master's students, and 25% to Doctoral students.

Practically all part-time positions on campus and some in the community are administered under the work-study program. Most semesters only 1-5 students in this School can qualify for a work-study position. The two primary reasons for not qualifying are 1) student was declared a dependent on his parents' federal income tax the previous year, 2) student earned above the maximum allowed while working the previous year.

4. Admissions Policy

The Admissions Policy for the Master's degree program which follows states the requirements for admission, as well as the conditions under which the requirements may be waived.

Admission Policy for the Master's Degree Program

Definitions and Requirements

(1) A matriculated student is one who has been admitted by the School of Information Studies and the Graduate School of Syracuse University as a candidate for the Master's degree. Students matriculated (admitted) in another undergraduate or graduate degree program at Syracuse University may take courses in the School of Information Studies toward their degree without applying for admission.

(2) A non-matriculated student is a student who holds a Master's degree in library science or its equivalent and who may take an unlimited number of courses without formally applying.

(3) If a student is denied admission to the School of Information Studies he may take no further courses in the School.

(4) Students admitted for entrance after Spring 1970 must complete their degrees within 5 years of their first registration.

Application

The applicant is urged to arrange an appointment for an interview with one or more faculty members and/or a field interviewer designated by the School.

The following are to be sent in duplicate to the Graduate School:

-- general application form
-- one of the options for the application essays
-- scores from the Aptitude Test of the Graduate Record Examination
-- transcripts of all previous undergraduate and graduate course work

In addition, three letters of recommendation from persons capable of judging the candidate's promise for graduate work and professional performance must be sent to the Graduate School.

Criteria for Admission

The following guidelines will be used to decide whether or not to admit an applicant.

(1) on a 4-point scale, an applicant should have a grade point average of 2.5 overall and 3.0 or above in the major subject. This provision may be relaxed only in the case where the undergraduate training has been followed by more successful achievement in work or in additional course work or if the average in the last two years of study is above the requirement and only if there is evidence in either the Graduate Record scores or the recommendations to warrant the inference that successful graduate work can be done.

(2) The Aptitude Test of the Graduate Record Examination is required for all applicants with two exceptions:

(a) The Aptitude Test will be waived for the applicant who has completed another graduate degree in the United States.

(b) In place of the Graduate Record Examination, the Test of English as a Foreign Language (TOEFL) is required of the applicants for whom English is a foreign language and whose education has not been in English. A score of 600 on the TOEFL examination is expected.

In the Aptitude Test of Graduate Record Examination, a score of 500 or above on both the Quantitative and Verbal sections or a total of 1000, allowing one exam to be above 500 and the other slightly below, is expected.

(3) The interview(s), letters of recommendation, and the application-essay will be used to help evaluate the applicant.
(See interview form which follows)

Interview Form
School of Library Science
Syracuse University
113 Euclid Avenue
Syracuse, New York 13210

Name of applicant ____________________

Address ____________________

When does applicant wish to enter program ____________________

Financial Need

Please use the following scales to indicate how you think the applicant rates on the various measures noted. In all cases, a rating of 1 is considered much less (lower) than the average college senior; a rating of 4 should be used for the average college senior, and a rating of 7 reflects a person who rates very much higher on that scale than the average college senior. The other possible rating points (2,3,5 & 6) should be used when the applicant is between the extremes but not quite the same as the average senior in your experience. Lastly, please do not check any scale on which you do not think you have sufficient information to make a judgment.

	Very Low ← 1 2 3	Average 4	Very High 5 6 7 →
1. Self-motivation			
2. Intelligence			
3. People-oriented			
4. Tolerance for ambiguity			
5. Curiosity			
6. Sense of Humor			
7. Articulateness			
8. Creativity			

Your comments:

Based on your knowledge of the applicant and of our program and goals, do you recommend we admit this person? ____________________

____
Interviewer

____
Date

School of Library Science
Syracuse University
113 Euclid Avenue
Syracuse, New York 13210

To Alumni Interviewer

First of all I wish to thank you personally for taking time to conduct this interview for us. This is a most important step in the development of the School. Your rating and comment on the applicant will be significant input to our decision on admission.

As you know we do not consider our program typical of usual library science education. Our aim is to educate future leaders and change agents in the profession with a solid grounding in present practices and technologies, and a knowledge of future options and needs in our information-rich society. To meet these goals we wish to recruit students who are self-motivated, intelligent, tolerant of ambiguity, and articulate.

Since people differ in what is meant by some of the attributes on the rating sheet, let me attempt to define what we mean by the uncommon ones. A person is *tolerant of ambiguity* if he can cope with unclearly defined jobs and situations; that is, he is not upset by lack of structure. *People-oriented* we see as opposed to material-oriented - "love of books" is not enough - the ability to empathize is necessary. *Curiosity* is a real interest in the questions behind the answers, an interest in going beneath the surface. By *creativity* we mean the ability to put familiar things together in new ways, to see possible alternatives.

Admittedly these jottings are informal, but they give a flavor of the kinds of interests we are looking for. We would also like to have some indication of the applicant's financial need because our scholarship and financial aid is limited.

We realize that the 30 minutes or so you may spend with the potential student is a short time. But your impressions will truly help us admit in the very best students possible to the program.

Again thank you very kindly for your help.

Sincerely,

Robert S. Taylor

Robert S. Taylor
Dean

RST/asj
3/16/73

5. Transfer and Advanced Credit

The two ways a student may reduce the number of courses to be completed at Syracuse University for the Master's degree are by transfer of courses and advanced credit examination.

a. Policy for Transfer Credit

1) Transfer courses are of two types:
    a) Courses taken prior to matriculation in the School of Information Studies at another unit of SU or at another institution. Petition for such transfer must be made at the time of matriculation.

    b) Courses taken at an institution other than SU after matriculation into the School. Such courses must receive approval in writing prior to being taken.

2) The framework for transferring credit is designed to accomplish two things:
    a) to grant a student credit for previous academic experience relevant to his program in the School of Information Studies before he matriculates

    b) to enhance and encourage, within limits, the interdisciplinary nature of our program and to provide a degree of coherent flexibility in planning by the student

3) To accomplish these ends, however, and to maintain meaning and coherence in our program, there are some general rules which should be adhered to:
    a) All transfer credits are elective credits, whether taken before or after matriculation. and the rules for electives apply, i.e., a maximum of 15 credits. (Note: An elective is any course taken outside the School. For courses at SU taken after matriculation, only the advisor's consent is necessary.)

    b) Only six hours of credit will be accepted as transfer credit.

c) Courses taken prior to matriculation in the School must have been taken within five years of receiving an MS degree from the School. This means, for example, that a course taken two years before matriculation will allow a student three years to finish his course work in the School.

d) Transfer courses must have been taken in a recognized graduate school; in the case of IST courses, in an ALA-accredited library school.

e) All transfer courses must show a grade of B of higher, or a "pass" in the case of a pass/fail system.

f) No course will be accepted for transfer which was used toward another earned degree.

g) Transfer credit prior to entry into the School will be accepted only for graduate courses which are directly relevant to the program of the School, e.g., bibliographic research, instructional technology, library science, computer science, research methods in the social sciences, human communication.

4) It is important to note the distinction between courses taken before and after matriculation. We consider the advising system of considerable merit for a student in developing a coherent and personally satisfying program. That is to say, the progress through the School does not represent a mere scramble for credits, but rather a professional program put together as the student's perception of the field grows. Consequently there may be cases in which transfer credit is not allowed for a course taken prior to entry in the School and for which we will allow credit if taken after entry.

b. Advanced Credit Examinations

A student who has been accepted into the Master's degree program and who is registered and in attendance at the University, may petition to take an Advanced

Credit Examination in one of the 500 or 600 level courses, excluding Advanced Topics courses, offered by the School. The petition to be approved by the faculty member(s) involved and the Dean, should state the reason(s) a student feels he could pass an examination, such as previous course work that is not transferable and/or experience.

A student already enrolled in a course may petition to take an Advanced Credit Examination in the course until the middle of the semester. There is a University fee of $50,00 to take an Advanced Credit Examination.

The course number and title, the number of credit hours, the grade and the notation "Advanced Credit Examination" will be entered on the transcript. Only A, B & C grades will be recorded; an F grade will not be posted, nor will any entry [illegible] made on the student's transcript.

Approximately 3-5 students take advanced credit examinations each year.

6. Advising

The present guidelines for advising were approved by the Faculty. However, they are dated and do not reflect current practice. Below is an outline of the current advising system.

A. Purpose

The purpose of advising is to give academic direction to students in the School of Information Studies. The direction consists of working out course sequences with the students and assisting the student in ways that might forward his academic and professional work.

B. Advisors

The Deans and all resident members of the teaching and teaching/research staff are advisors.

C. Advisees

1. All matriculated and non-matriculated students in the School are assigned advisors.
2. Undergraduates interested in librarianship and taking library science courses are assigned advisors.
3. Dual majors are assigned advisors.
4. Other undergraduates who have advisors in other schools are not assigned advisors.
5. Graduate students in other schools taking library science courses as tool courses are not assigned advisors.

D. Administration's role

1. Advisees are assigned advisors by the Dean's office each semester and during the Summer.

Each advisor receives a current list of his advisees, and each advisee receives a letter from the Dean assigning an advisor and including office address, telephone number and office hours.

2. All changes of advisor should be reported to the Dean's office, and students are encouraged to change to the member of the faculty who best meets his needs after he gets to know the faculty better.

E. Faculty's role

1. Relation to the administration
    a. The administration may call upon an advisor at any time for information regarding an advisee.
    b. Advisors must approve and sign registration forms, petition forms and programs for the Master's degree.
2. Advising policy
    a. Advisors determine their own advising policy.
    b. Information on advisees is available in the Information Studies office. (1) Student file folders; (2) Student grade cards.
    c. Any recommendations to advisees that involve decisions by the Dean's office (e.g., transfer

of credit, advanced credit examinations, etc.) should be referred to the Dean.

F. Students role

Advisees are responsible for making appointments with advisors.

Although this system works effectively with many students, there are two major areas which need improvement. The first is to provide a better approach for students both before they arrive on campus and during the first orientation and registration period. The second is to improve the access to faculty advisors for part-time students who commute or only come to classes during the evening.

IV. Students

B. Self-Study

1. Recruitment of Students

The catalogs of the school have been designed as both vehicles of information for prospective students, and recruitment devices. Since the change in name, and especially with the new Catalog format, catalogs have been distributed widely to colleges and universities, organizations, alumni and at professional meetings. The catalog is available upon request. Those who inquire receive a personal letter from the Dean. The catalogs and letters have been effective; many students, especially those we are now attracting from outside New York State who may not have considered Syracuse University, have said it was the catalog and personal response which attracted and motivated them to explore the program further.

The school has also developed a group of 24 Alumni and friends in all sections of the country as field interviewers and recruiters of prospective students who cannot visit the school because of distance. This group is kept informed of developments at regular intervals so they can provide an up-to-date picture of the program. The efforts of this group have been quite instrumental in attracting qualified students from a wider geographic area. This group is gradually being expanded into other areas of this country and Canada.

The school is attempting to recruit to a greater degree on the Syracuse University Campus and contacts have been made with heads of departments, especially in the sciences. An undergraduate dual major presently exists with the College of Arts and Sciences. Plans are being discussed to restructure that program, and use it as a device to recruit outstanding undergraduates into the master's degree program.

Some other recruitment methods have been undertaken during the past few years with varying degrees of success. One has been for faculty members to interview at individual schools and participate in professional school information days organized for students in various geographic areas. Judging from our experience and from student participation, this does not seem to be the channel potential students prefer in learning about graduate programs.

Good response was received from the mailing in 1973 of a poster advertising the program to over 200 colleges and universities. Interested students returned a postcard for additional information. We do not know how effective the poster was in numbers of students who actually matriculated.

As an attempt to interest veterans in the program, an advertisement was placed in the March, 1973 educational supplement of the Army-Navy-Air Force Times, and radio spot announcements were made in the Middle West. The school also participated with the American Library Association and other library schoosl in an advertisement directed toward minority students in Equal Opportunity.

Two other methods have been used to recruit minority students. One was to mail information about the program to those whose names and addresses were supplied through the Education Testing Service's Minority Student Locater Service. The same method is followed with prospective students whose names are forwarded from the ALA Minority Referral Network. For the amount of energy and investment, this approach does not appear to be cost-effective. However, we will continue some form of attempting to reach minorities, because of our desire to raise the number of minority students in the School and in the profession.

We are also trying to reach persons who have been out of college three to eight years, who have worked anywhere, developed some maturity and have made some decisions. Our best way of reaching these people is probably through our field recruiters and interviewers.

In the next year we hope to publish a small brochure which can be used for extensive mailings and distribution.

In the August-September (1974) issue of the ASIS Bulletin, Dean Taylor wrote a two-page article "Information Studies at Syracuse," which was, quite frankly, a recruiting and information piece designed for that particular audience. Dean Taylor has also contracted with the Journal of College Placement for an article in Fall, 1975 on "The Information Professions-An Explosion of Opportunity." This journal is the principal means of reaching university and college career counselling and placement offices. We intend to follow this up with a major mailing to selected college placement offices.

In all of our recruiting and in our catalog, we are careful to point out the present and possible future difficulties of placement, especially in libraries. Our Catalog, in the career section, quotes from the Bureau of Labor Statistics report on manpower to this effect. We wish to be sure that the potential applicant understands the situation and in part is prepared to consider the possibility of employment in information-based but non-library positions.

2. Application of Admission Standards

The Dean administers the Admissions Policy on a day-to-day basis. He refers any applications that do not meet the stated criteria to the Admissions, Financial Aid and Advising Committee for review. The Committee's recommendation is returned to the Dean who then makes the final admission decision.

The School has maintained a policy of equal opportunity treatment for all who apply and attend. The following information is not requested on the application, so, unless provided by the applicant, it is not known at the time of the admissions decision: race, color, creed or religion.

There is no restriction as to the age of the applicant. Age and physical disability, however, are considered in the context of ability to successfully pursue course work and potential for securing a professional position after graduation. In both these areas, an applicant is usually counseled regarding possible difficulties so he/she can make a realistic decision.

For the benefit of prospective students, an abbreviated version of the criteria for admission is published in the catalog, as follows:

Admission Requirements:

...Bachelor's degree from an accredited institution of higher education
...Undergraduate record satisfactory for admission to the Graduate School
...Combined score of approximately 1000 or above on the Aptitude Test of the Graduate Record Examination (GRE)
...Foreigh students should substitute the Test of English as a Foreign Language (TOEFL) for the GRE
...Three letters of recommendation
...If possible, a personal interview

3. Comparison With Other Graduate School Applicants at Syracuse

Approximately 17% of the applications for graduate work at Syracuse University are not accepted. For schools and programs similar to ours, such as management, public administration and education, the rejection rate is between 10% and 13%. For 1973-74 the rejection rate for applicants to the School of Information Studies was 12 1/2%.

It is difficult to obtain the necessary data to compare the quality of the students in this program to other graduate students. One means is to utilize Graduate Record Examination scores. The Educational Testing Service periodically reports the Aptitude Test scores for all Graduate School applicants, and, for the past few years, the mean has been approximately 540 verbal and 550 quantative. The mean scores for our current students are 577 verbal and 501 quantitative.

4. Financial Aid

The Admissions, Financial Aid and Advising Committee works with the Dean in making financial Aid Awards. The following policy is used as a guide: Financial Aid is awarded on a competitive basis among those students requesting assistance. A student must be admitted to the School in order to be considered and normally must plan to attend on a full-time basis. A student may apply for aid on his admission form or anytime thereafter. Fellowships, assistantships, and scholarships are not automatically renewed for continuing students.

The student's qualifications are reviewed using the following combination of factors:

a. academic excellence

b. level of performance in degree program to date (if applicable)

c. required skills, experience, or background (if applicable)

d. potential for growth, motivation, tolerance for ambiguity, initiative, and people orientation.

e. financial need - to be reviewed only after other factors have been considered.

The Dean, after reviewing the files of all new students requesting aid, submits a number of the top candidates to the Admissions, Financial Aid and Advising Committee for their review. The Committee also solicits the names of all students currently entolled in the program who wish to be considered. All applicants are requested to submit a brief statement on their financial situation and any additional information that may be required for a specific award. Recommendations for available awards are made to the Dean for his final decision.

Financial Assistance has been specifically sought for members of minority groups, and priority has been given to minority candidates in making certain awards, so those who are qualified and need assistance are able to attend. Some of these awards have included a Gaylord Internship at the Syracuse Public Library for outreach service, assistantships with the School of Information Studies and with the Office of Career Services, and Office of Education Title IIB Fellowships. In addition, scholarship aid derived from the Olive Bishop Price Endowment has been awarded to enable outstanding students from India to study here.

5. Part-time Students

Because there are a larger number of part-time than full-time students in the Master's degree program, definite efforts are made to accommodate their special requirements as follows:

About half of the classes scheduled by the School in the master's degree program are offered in the evening, and an attempt is made to schedule a wide variety of courses at night during the academic year.

Most part-time students work full-time and/or commute from as far as 60 miles away. This means they have less opportunity to participate fully in the total program of the School including Colloquia, student-faculty interaction outside of class and in School governance. Efforts to schedule activities in the evenings have attracted few part-time students primarily because of the overall time constraints on their schedules.

The Resource Center is open during regular office hours, many week nights, and part of the weekends as a study and communication center. In addition to support materials for courses, there is a file of student mail folders which may be used by faculty and students and a bulletin board reserved for important information all students should know such as pre-registration and registration information and dates, colloquia, employment opportunities, filing for graduations, School events, etc.

Some courses have arranged extra sessions to meet the needs of part-time students. For example Professor Dosa scheduled four laboratory sessions on Saturday mornings in addition to regular course meetings for students in IST 607 Governments and Information.

6. Evaluation of Students

A student's primary evaluation is the grade given in a course. The following could be considered a reasonable explanation of the application of grades in the School:

A	Superior
A-	Excellent
B+	Very Good
B	Good
B-	Satisfactory
C+	Fair
C	Poor
C-	Very Poor
F	Failing
I	Incomplete

Names of students who qualify with a 3.75 average based on 4.0 are submitted for election to Beta Phi Mu, the library science honorary.

Up to Fall 1974 each faculty member was requested to complete an evaluation form on each student in his class. The practice was discontinued due to the lack of clarity in the new law regarding student files, and because it was felt the form was not very effective. When the legal parameters of the new situation become better defined, the faculty may take future action.

Around mid-semester faculty members inform the Dean's office of students who are having difficulty with course work. If this is only a single course then the instructor tries to help. If several courses are involved, the advisor and/or faculty member(s) involved decide on the best course of action to help the student.

It is School policy that after completing four courses at Syracuse University toward the Master's Degree, a student must maintain a 2.5 average on the 4.0 scale in order to remain matriculated in the program.

7. Student Organization

Since 1969 there has been a student organization in this School although the name, structure and activities have varied with the yearly change in students. The activities are partially supported by an annual budget allocation from the Syracuse University Graduate Student Organization. Recent projects have included trips to New York and Washington, D.C. for visiting libraries, archives, information industries, and related organizations; social activities; student Newsletters, course evaluations, student directories, and programs on topics such as career planning.

Representatives from the student body participate in the governance of the School. The student body selects three voting representatives for Faculty meeting and, with the advice of the Dean, each committee chairman chooses two student representatives (one M.S. and one doctoral) from a list of potential representatives submitted by the student body.

Continuity of student representation on the Faculty and in committees poses some problems. Part-time students have little representation. The annual change of the full-time student body inhibits continuity. However, we have been fortunate in having over the years some excellent and dedicated student participants in the governance process. They have benifitted both the School and themselves by their participation.

8. Areas of Policy Review and Change

The Admissions, Financial Aid and Advising Committee was formed as a new standing committee of the School in October 1974, and it is this Committee which is primarily involved with policies relating to students. The duties as stated in the by-laws are as follows:

The Admissions, Scholarship and Advising Committee shall review policy for admission to the School and, in collaboration with the Dean, review individual cases that do not meet the School's stated quantitative requirements; shall review and develop methods for awarding financial aid; shall review advising procedures and make recommendations to the Faculty.

In addition to Committee initiated action, the Dean and/or one or more members of the Faculty may request that a certain policy be reviewed and evaluated or a new policy be studied and recommendations be made to the Faculty.

During the 1974-75 academic year, the Committee has reviewed and implemented new policies in the areas of admission, financial aid, and standing of students. Policies are being articulated and developed on advising and evaluation of students.

9. Alumni Feedback

The following is a compilation of responses from a questionnaire sent to 100 selected alumni. It was an attempt to learn how recent graduates assess the quality of the master's degree program.

We received 21 responses from alumni; however, not all respondents addressed themselves to each question asked. Questions 1, 3, 4, and 5 were answered in very general terms, if at all, and with considerable differences in interpretation. Much of the material is anecdotal and related to their specific jobs, specific courses which they took, individual faculty members, and to specific strengths and weaknesses of the program usually expressed in terms of faculty or courses.

1. Did the program provide you with a solid grounding for performance in your first professional position? subsequent positions, if any?

11 positive responses

Typical comments:

yes, but "job market... calls for more actual experience."

yes, in that it "allowed one the privilege of developing my own philosophy of librarianship."

yes, "insofar as it set the psychological state for the acceptance of service as my prime responsibility."

"...library school liberated my mind."

"yes, yes, yes! I am solidly grounded."

4 negative responses

Typical comments:

"...the program at Syracuse did not help me develop some of the basic tools essential to my everyday performance." (reference librarian, public librarian)

"I had absolutely no grounding for the practical aspects of operating a school library media center."

1 split decision

comment: "...the phrase 'solid grounding' is unclear. If it means that it exposed me to how a library actually runs, then it failed miserably. In terms of the specifics of every aspect of my job, the program did little to prepare me. What the program did was to give me an understanding of the basic tools, terms, and concepts which are indirectly applied in the specifics of my job. Really, the essence of my 'solid grounding' was a point of view which the program imparted to me. This allows me to examine various library problems and attempt to work out adequate solutions."

2. Were there specific strengths or weaknesses in the program in the context of your personal goals?

Itemization of strengths:

The faculty, listed by six respondents.

Typical comments: "...the great strength of the School lies in the friendliness and great knowledge of its faculty."

"...I strongly believe that the faculty is the strength of the School and instill in students an interest in and excitment about the information field that seems to be not available elsewhere. I have been rather astonished to discover among fellow professionals in the field a universal attitude that their graduate program was something that had to be endured."

"...everyone is amazed at...my extremely positive and excitable reactions to our joyous and intellectually stimulating time at Syracuse."

The flexibility and diversity of the curriculum, listed by three respondents.

The user orientation of the program, two respondents.

Typical comments: "The greatest benefit to be derived from training at Syracuse is the concern for users of information services which every graduate develops on account of the emphasis in the program on the needs and behavior of information users."

"I cannot help but mention that we Syracuse people are so much more responsive to our public than professionals trained at other schools."

The global view of the program, two respondents.

Typical comment: "The outstanding attri-

bute of the program at
Syracuse is that it
imparts a view of the
information field
which spans far beyond
any one library."

Community contacts through faculty, 1 respondent
Theory, 1 respondent
Field trips, 1 respondent
Class projects, 1 respondent
Individual faculty members:

Marta	(3)
John	(2)
Jeff	(1)
Roger	(1)
Pauline	(1)
Antje	(1)

Itemization of weaknesses:

Not enough emphasis upon practical aspects of librarianship, listed by four respondents

Reference courses are inadequate, 3

Not enough management courses, 3

Not enough emphasis on public libraries, 2

Too many communications specialists on faculty, 1

Faculty is too research and technology oriented, 1

Poor caliber of students, 1

Too many required courses, 1

Cataloging and reference should be required, 1

Not enough cataloging courses, 1

Program is confused, 1

No opportunity for field work, 1

Not enough special library courses, 1

Too few faculty, 1

Too large classes, 1

Not enough emphasis on school librarianship, 1

School lacks a good placement system, 1

3. Looking back at the time you started the program, did the program meet your expectations?

9 positive responses

Typical comments: "I learned more than I thought I would and enjoyed the school year much more than I thought I would."

"...the M.S.L.S. program at the School of Information Studies exceeded all expectations I may have had at the beginning of my graduate studies. I achieved an extent of professional and personal growth that was completely beyond what I could have seen at that time to be conceivable.

"Yes! A bit more informal and lively than I had anticipated."

1 negative response

comment: "Not enough attention paid to computer applications, networks, actually working on examples of computer application for serials, etc."

1 split decision

comment: "...I have mixed feelings. On the one hand, I feel as if my stay at Syracuse did help me see the validity of viewing the information field in its broadest possible sense, and familiarizing me with some career possibilities which I had not considered. On the other, however, I felt as if the program was too strongly suggestive and implied than specific.

1 uncodable response

comment: "I thought it was much too easy for a graduate program."

4. The School places an emphasis on the total experience rather than only the classroom. Do you feel this was significant in your professional development?

7 positive responses

(3 mentioned field work related to courses, 1 mentioned the faculty, 1 mentioned the faculty and projects, 1 mentioned the general atmosphere, and 1 mentioned the colloquia as the 'total experience'.)

Typical comments: "...field work (has) given me a good practical sense of the library field."

"...limited real world experiences provided in my program were most valuable."

"...we had an atmosphere where learning didn't stop when class let out but rather continued."

"The emphasis of the School on experience other than in the classroom has helped me in my professional development. My own individual projects, and 'hands on' experience in institutions in the Syracuse area, have given me a basis for judging the performance of my library, and my competence at my own job."

1 qualified response

comment: "Yes, to the somewhat limited extent it occurred."

1 negative response

comment: "The School's 'total involvement' was not a reality to anyone interested in working in schools or with children."

5. Did the program help you to see your work in the context of the broader information area?

9 positive responses

Typical comments: "My program did give me the vision necessary to relate my goals to the larger context of information studies."

"...our ability to respond to the broader information field, which we definitely achieve through the program at the School of Information Studies."

"I feel I have been given the basic background to locate our needs and our local resources in relation to the broader areas of the information field."

"yes! absolutely."

1 negative response

comment: "Not too well. Wish I has concentrated more on special libraries..."

6. How do you feel about the new direction of the School?

11 positive responses

Typical comments: "I like the way the School is headed. It is a progressive School predicting accurately how the library field is headed."

"I think it is good to expand the scope of the School, as long as this doesn't further deteriorate the practical aspects of library or "information" work."

"In general, the School seems headed in the right direction. I would hope that people coming out of S.U. would have flexibility enough to adapt to a changing environment and training enough to promote the interests of the field and the profession."

"...I wholeheartedly support your philosophy of expansion of the concept of librarianship to include all forms of information transfer and use. This must happen throughout the profession if it is to survive, and I'm proud that Syracuse will be a leader in perceiving this need for change and in helping to bring it about."

"...I agree with the general direction the School is taking, because I feel it can rationally go no other way. We must discuss information needs and build institutions around them, rather than just examining the past performances and structure of existing institutions."

2 negative responses

comments: "...I must state that the trend toward strong emphasis on the technological storage and retrieval of information and systems analysis, which the School is proceeding, alarms and saddens me greatly. ...I do not think that courses in this area should multiply at the expense of people-related, service, and skill oriented programs."

"...I regret to see less attention being paid to school and small public libraries. ...I fear the program at Syracuse is not keeping abreast of the field, and instead, it seems that talent and money are being directed into the new, more glamoure areas of information studies."

2 split decisions

comments: "I love the School and I hate it because I still feel a part of it yet severed. I think the changes and controversy in which it is involved are healthy - change is better than stagnation. But I also feel very strongly, that tradition and innovation can be united."

"I am rather ambivalent about the new direction of the School of Information Studies. ...I must admit that I enjoyed my exposure to non-library alternatives in the information field, but am yet perhaps enough of a skeptic to wonder if moving away from library oriented courses will actually better prepare people for the new jobs in the information field... or perhaps ill-prepare people for library positions should the new jobs not materialize."

1 uncodable response

comment: "Time will tell."

10. Student Comment on School

During the 1973-74 Academic year, Graduate programs on Campus were reviewed by Syracuse University faculty from other schools and departments. Part of the report included the following interview with students which provides additional insight into the Master's Degree program. (As of Spring 1975, this report has not been completed.)

In April 1974, the following letter was sent to a selected group of full and part-time students requesting their assistance in this study by Professor Wallin of the School of Management and Professor Samph of the School of Education, who undertook the study.

> The program in which you are enrolled has been characterized by growth, innovation, and redirection. Important decisions are being made now with regard to policy and planning in a future which appears from the vantage point of the present to be bright and challenging. In this setting, it is appropriate that an objective, thoughtful outside review of the program be made. Such a review will yield results helpful in the planning, policy, and direction of decisions which will chart the steps of a viable future course built on the strengths and heritage of the past.

Central administration has asked us to prepare such a review. While we have talked extensively with the faculty and administration of your School, we realize that a vitally important input of student views must be sought. Thus we are asking you to be available for half-hour gourp interviews during the day on Friday, April 19, or during the evening on Tuesday, April 23. In the interviews we will be interested in knowing of your perspectives on the School and its programs; your career aims and the manner in which they square with your present curriculum; your decision to enter this program; your participation in School activities; your reactions to facilities, resources, policies; and your general insights concerning operations, strengths, alternative directions, and student input. Your candid comments will be an invaluable input to our study, and we shall look forward to talking informally with you. We appreciate your concern and cooperation.

Please contact Mrs. M.J. Dustin, School of Library Science, 113 Euclid Avenue, (315) 423-2911 to arrange a time for the interview or to inform her if you will be unable to participate.

(Dated 15 April 1974)

Notes on Student Interviews (April 19 & 23, 1974)
School of Library Science Master's Program Review

THE INTERVIEW

Thirty-two students were interviewed in connection with the Master's Program Review being conducted by Professors Theodore Wallin (Management) and Thomas Samph (Teacher Education). For background information, see attached memorandum).

The group interviewed was chosen to represent the varied backgrounds of students, part-time and full-time students, and those who are active in School committees.

Two sessions were held: a morning session (consisting of 3 groups) on Friday, April 19 and an evening session on Tuesday, April 23. An average time per od of 30 minutes was allotted to each group consisting of 5-6 students. Professor Wallin conducted both interviews.

SCHOOL SELECTION

The prime factor in the students' selection of the SU Library School was the School's program and its faculty:

1) the reputation of the School - favorable feedback about the School from family, friends, etc. One student chose SUSLS upon the recommendation of her undergraduate college.
2) the SLS program - reflective of the growing and changing field of librarianship and information transfer. The program is flexible (i.e., not "regimented," allows for students' varied interests, encourages the combination of non-SLS and SLS courses), unique (the only School they know who has Environmental Information), and

"radically" different from other schools - this diversity promised training for change-oriented librarians and not "fuddy-duddies."

3) The SLS faculty - diversity of expertise and solid background of teaching staff (at least one person for each specialized area: interdisciplinary backgrounds) and leadership of the Dean ("I'm really impressed with Dean Taylor;" "Robert Taylor has real good views.")

A combination of other factors strengthened the case for SUSLS as a final choice: (1) Husbands were in graduate school at SU; (2) The catalogue was more attractive and the courses "better-looking" than those of other library schools; (3) Syracuse was physically accessible; (4) Financial aid was offered to a couple of students; (5) Inquiries prior to formal application for admission (whether written or verbal) were handled with maximum efficiency (and "the voices on the phone made one feel welcome"); the application process was characterized by ease and constant contact/communication between applicant and the School.

SECOND-CHOICE SCHOOL(S)

A number of library school catalogues were examined and consulted by some students before arriving at the choice of SUSLS:

1) Albany State ("because I had a friend there; but he is unhappy now because the program is rigid although the tuition is only $800")
2) Emory University (student was originally interested in medical librarianship but shifted focus towards school librarianship and Syracuse was logical choice, it being her home)
3) University of Chicago (students decided against it because it was "too large" and "traditional")
4) San Jose State, UCLA, UC Berkeley (these schools were considered "good" by the student from California; however, she was impressed enough by the SLS catalogue to come all the way to Syracuse)
5) Rutgers University (student chose Syracuse instead because of offer of financial aid)
6) University of Minnesota (student has friend there but reading SLS catalogue changed her mind)

7) Columbia University, Pratt Institute, Catholic University of America, University of Western Ontario, Case Western Reserve, University of Southern California, University of Denver, Drexel University (students made up their minds to go to SUSLS after reading the SLS catalogue)

CAREER AIMS

Mention was made of the need to complement a library science degree with an advanced degree (Master's level) in another area. Although the pursuit of a second MA degree was not seen as an immediate necessity, it was considered an eventuality in view of the demands of the profession, especially in specific fields such as academic and special libraries. One student thought that "the profession will exert enough influence within the next 10 years to require a second MA" of the SLS graduate.

Of the students interviewed, one has a Master's degree in English and another in Anthropology. Three plan to pursue a second MA degree after the MSLS.

Career plans (of those who "knew what [they] wanted") indicated a preference for academic, public, school and special libraries. One student said she wanted to be a research and reference librarian; another a historical bibliographer, and still another said she "would like to serve in the museum context in another capacity other than library work."

Students also stressed that library science "should not be classified as being social science- or humanities-oriented." One student thought that the School offers a much broader program than "just library science" and announced that she did not want to be referred to as a librarian. There was unanimous agreement that librarians "need different backgrounds."

STRENGTHS OF THE SCHOOL

The following were cited as "strengths" of the School:

1) That the School was a changing and growing one was considered the foremost positive quality and strength of the School. One student specifically stated that "the sense of vision of where the profession can go is picked up" in this School.
2) The courses are considered unique and non-traditional, a positive feature, as far as the

students were concerned. The freedom to choose one's courses or draw up one's program with the help of an advisor was considered a unique and welcome feature.

3) The closeness within the School was cited as a strength, i.e., the "good faculty-student relations" (more so than in undergraduate schools); students "enjoyed getting to know teachers and other students." Faculty members and advisors are described as "approachable" and would offer their help, if and when approached by student, without imposing their thinking on the students.

4) Because students are represented in every faculty committee there is a considerable amount of student participation in school activities: "Others marvel at the School because here we know what's happening." One student representative said: "Students are really a part of the School; there are very few things that don't involve students." In addition, students believe that their representation in the committee is "not a token thing."

WEAKNESSES OF THE SCHOOL

The following were cited as "weaknesses" of the School:

1) Flexibility is both a positive and a negative feature of the School. The following observations were made to support this assertion:
   a) Because the program is flexible, the students are allowed/encouraged to take non-SLS courses. However, advisors are often not familiar with course offerings in other departments of the University, and students are left alone to make their own decisions and in some cases, make choices based on catalogue listings alone.
   b) Flexibility makes for the diversified and diffused nature of the program. Although the freedom of choice of courses is enjoyed by most, there was a consensus on the following:
      - some courses overlap; some are "poorly put together"
      - survey courses should be followed up with "substance" courses

(Significantly, some students who did not know what they wanted during their first semester, admitted that because of the flexibility and diversity of their program, they were able to pinpoint their interests as they went along; advisors were also instrumental in this process).

c) This same flexibility has allowed for a diversity of students - those with backgrounds and those without. This was considered a negative feature because "students who don't have backgrounds don't add to the course and don't feel needed." In a classroom situation (especially in evening classes) the different "levels" dictate the nature and the amount of significant classroom discussions. In this connection, the point was made that admission requirements should be the same for both full-time (usually Hill students) and part-time (usually University College) students.

2) Students also felt that the School was "too futuristic," "ahead of the times," and seemed to overlook the "immediate future." The program is seen as drifting away from the traditional fields of library science, i.e., from "more

practical courses" such as cataloging and school librarianship.

3) Some questioned the emphasis on communications (which they thought overlapped with the Newhouse School of Public Communications courses) and suggested that this concern was evidenced by the kind of faculty members being hired and recruited (i.e., those with communications and information science backgrounds) and the bulk of courses that are communication-oriented. Mention was made of the fact that while two faculty members handling specialized courses are retiring this year, replacements to handle their courses are not being recruited as regular faculty members.
4) Class size was brought up as a problem. Students said that over-emphasis on limiting class sizes was geared toward professors' satisfaction. On the other hand, evening classes were thought to be "too big."
5) The MSLS program was considered to heavy in its present 36-hour (15-15-6) set-up. The feeling was that the student became more interested in getting through the semester and hence did not do "in-depth work." The one-year MA, moreover,

gave students a "rushed feeling": "student has to make decisions right away;" "one year is not enough to be familiar with the profession and not enough to be knowledgeable in the profession."

6) The absence of an internship program was criticized. Although an internship program meant more financial considerations both for the student and the School, it was considered a necessity for prospective MSLS graduates. Internship would be optional so that those who have had experience in actual library work did not have to be covered by such a requirement. Those who have had no experience could avail of this program to put theory into practice. A few students stressed that internship did not mean "merely shelving" or having the interns wind up as library "drones" - a characteristic of internship which was feared to be fairly common. (Students "lamented" the lack of cooperation between SLS and Bird Library and expressed hope that there would be more collaboration between the two, especially in an internship).

FACILITIES

Students preparing to be school librarians cited the Children's Collection as a "fine" collection for the use of SLS students alone. On the other side of the fence, there was unanimous agreemnt that school facilities were a "dump" and were "embarrassing." Students openly resented their being "shoved into many buildings all over campus" to attend their classes. This treatment, they thought, was "unfair."

(Although these were said of the School's physical plant, many agreed that such a set-up has contributed to the closeness between faculty and students).

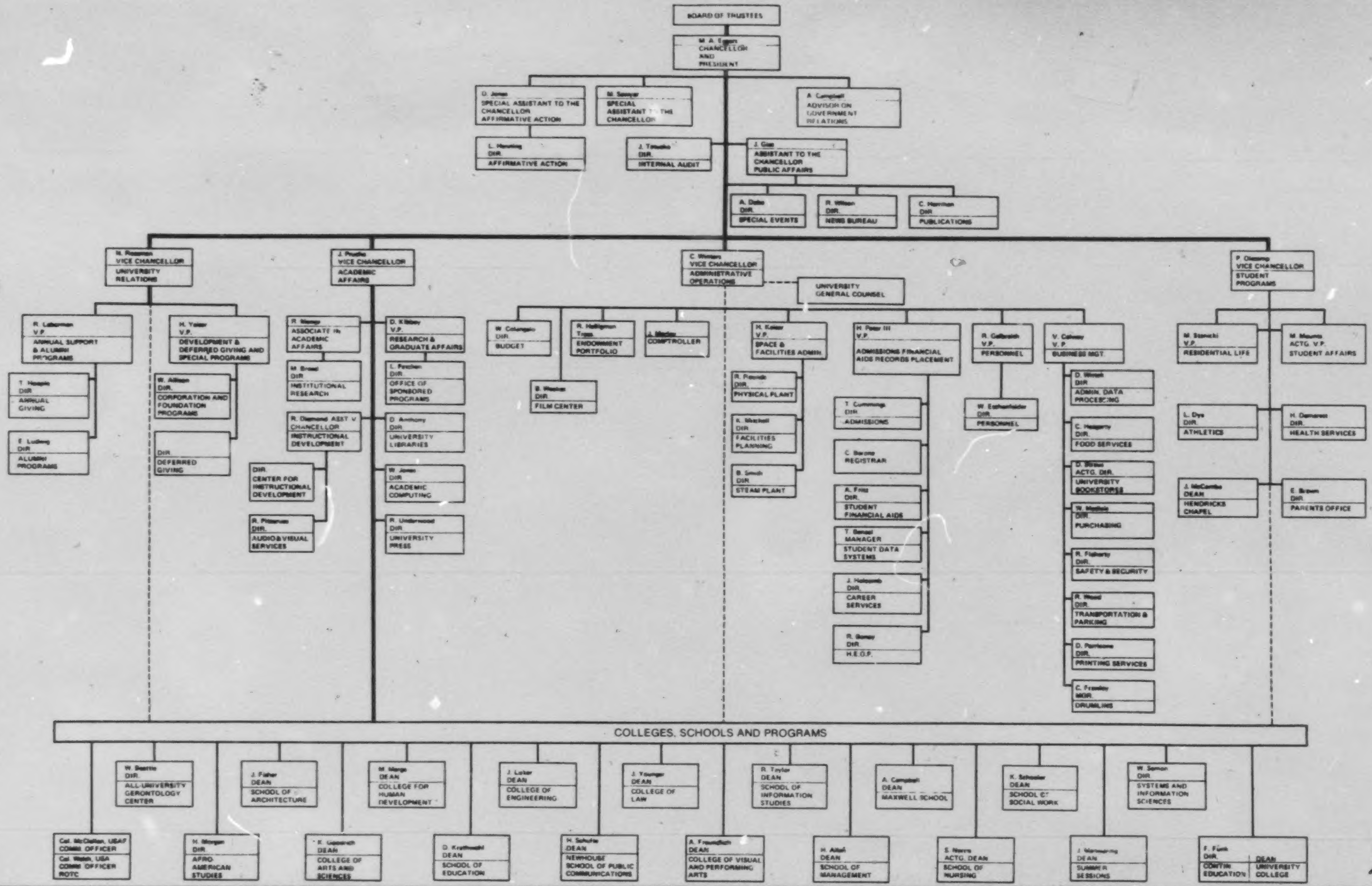
PLACEMENT

Placement was characterized as "not hot." Those who have tried for jobs, i.e., sent transcripts and credential files or have had interviews, reported that "a lot depends on what is on your transcript: SLS course titles have to be explained to traditional librarians." Graduating students said they would use any recourse to get jobs and added that they would rely, in part, on faculty "tips" when the time comes.

The School's placement seminar was considered "useful" but it was agreed that such a placement seminar was held only "when demanded."

Again, the fear was expressed that since SLS training was not traditional, students did not feel that they were prepared for traditional jobs which are the ones in demand. In effect, students thought that as graduates, they would be "above" available jobs.

ADMINISTRATIVE ORGANIZATION
SYRACUSE UNIVERSITY



BOARD OF TRUSTEES
M. A. Eggers
CHANCELLOR AND PRESIDENT
D. Jones
SPECIAL ASSISTANT TO THE CHANCELLOR AFFIRMATIVE ACTION
M. Sawyer
SPECIAL ASSISTANT TO THE CHANCELLOR
A. Campbell
ADVISOR ON GOVERNMENT RELATIONS
L. Henning
DIR.
AFFIRMATIVE ACTION
J. Tanasko
DIR.
INTERNAL AUDIT
J. Gies
ASSISTANT TO THE CHANCELLOR PUBLIC AFFAIRS
A. Dale
DIR.
SPECIAL EVENTS
R. Wilson
DIR.
NEWS BUREAU
C. Harrison
DIR
PUBLICATIONS
N. Rossman
VICE CHANCELLOR
UNIVERSITY RELATIONS
J. Prucha
VICE CHANCELLOR
ACADEMIC AFFAIRS
C. Winters
VICE CHANCELLOR
ADMINISTRATIVE OPERATIONS
UNIVERSITY GENERAL COUNSEL
P. Olesamp
VICE CHANCELLOR
STUDENT PROGRAMS
R. Lieberman
V.P.
ANNUAL SUPPORT & ALUMNI PROGRAMS
H. Yates
V.P.
DEVELOPMENT & DEFERRED GIVING AND SPECIAL PROGRAMS
T. Hoople
DIR
ANNUAL GIVING
F. Ludwig
DIR
ALUMNI PROGRAMS
W. Allison
DIR.
CORPORATION AND FOUNDATION PROGRAMS
DIR.
DEFERRED GIVING
R. Maney
ASSOCIATE IN ACADEMIC AFFAIRS
M. Brand
DIR
INSTITUTIONAL RESEARCH
R. Diamond ASST V CHANCELLOR
INSTRUCTIONAL DEVELOPMENT
DIR.
CENTER FOR INSTRUCTIONAL DEVELOPMENT
R. Pittman
DIR.
AUDIO & VISUAL SERVICES
D. Kibbey
V.P.
RESEARCH & GRADUATE AFFAIRS
L. Fescher
DIR
OFFICE OF SPONSORED PROGRAMS
D. Anthony
DIR
UNIVERSITY LIBRARIES
W. Jones
DIR
ACADEMIC COMPUTING
R. Underwood
DIR
UNIVERSITY PRESS
W. Colangelo
DIR
BUDGET
R. Heffernan
Treas.
ENDOWMENT PORTFOLIO
J. Mackey
COMPTROLLER
B. Weeks
DIR.
FILM CENTER
H. Kaiser
V.P.
SPACE & FACILITIES ADMIN.
R. Pavonda
DIR.
PHYSICAL PLANT
K. Mitchell
DIR
FACILITIES PLANNING
B. Smith
DIR
STEAM PLANT
H. Pasco III
V.P.
ADMISSIONS FINANCIAL AIDS RECORDS PLACEMENT
T. Cummings
DIR
ADMISSIONS
C. Barone
REGISTRAR
A. Fritz
DIR.
STUDENT FINANCIAL AIDS
T. Bensel
MANAGER
STUDENT DATA SYSTEMS
J. Holcomb
DIR.
CAREER SERVICES
R. Baney
DIR.
H.E.O.P.
R. Galbraith
V.P.
PERSONNEL
W. Eckenfelder
DIR.
PERSONNEL
V. Calloway
V.P.
BUSINESS MGT.
D. Wright
DIR
ADMIN. DATA PROCESSING
C. Haggerty
DIR.
FOOD SERVICES
D. Brown
ACTG. DIR.
UNIVERSITY BOOKSTORES
W. Mathis
DIR.
PURCHASING
R. Flaherty
DIR.
SAFETY & SECURITY
R. Wood
DIR.
TRANSPORTATION & PARKING
D. Parrisone
DIR.
PRINTING SERVICES
C. Frawley
MGR.
DRUMLINS
M. Stanicki
V.P.
RESIDENTIAL LIFE
M. Mounts
ACTG. V.P.
STUDENT AFFAIRS
L. Dye
DIR.
ATHLETICS
H. Demarest
DIR.
HEALTH SERVICES
J. McCombe
DEAN
HENDRICKS CHAPEL
E. Brown
DIR.
PARENTS OFFICE
COLLEGES, SCHOOLS AND PROGRAMS
W. Beattie
DIR.
ALL-UNIVERSITY GERONTOLOGY CENTER
J. Fisher
DEAN
SCHOOL OF ARCHITECTURE
M. Marge
DEAN
COLLEGE FOR HUMAN DEVELOPMENT
J. Luker
DEAN
COLLEGE OF ENGINEERING
J. Younger
DEAN
COLLEGE OF LAW
R. Taylor
DEAN
SCHOOL OF INFORMATION STUDIES
A. Campbell
DEAN
MAXWELL SCHOOL
K. Schneider
DEAN
SCHOOL OF SOCIAL WORK
W. Semon
DIR.
SYSTEMS AND INFORMATION SCIENCES
Col. McClellan, USAF
COMM. OFFICER
Col. Walsh, USA
COMM. OFFICER
ROTC
H. Morgan
DIR.
AFRO-AMERICAN STUDIES
K. Goodrich
DEAN
COLLEGE OF ARTS AND SCIENCES
D. Krathwohl
DEAN
SCHOOL OF EDUCATION
H. Schulte
DEAN
NEWHOUSE SCHOOL OF PUBLIC COMMUNICATIONS
A. Freundlich
DEAN
COLLEGE OF VISUAL AND PERFORMING ARTS
H. Allen
DEAN
SCHOOL OF MANAGEMENT
S. Norris
ACTG. DEAN
SCHOOL OF NURSING
J. Manwaring
DEAN
SUMMER SESSIONS
F. Funk
DIR.
CONTIN. EDUCATION
DEAN
UNIVERSITY COLLEGE

V. Governance, Administration and Financial Support

A. Factual

1. Organization Chart of University

2. Administrative Officers and Offices of Syracuse University to whom the Dean reports and with whom he works.

Vice Chancellor for Academic Affairs:

Dr. John J. Prucha

The Dean of the School reports to the Vice Chancellor for Academic Affairs on all matters concerning budget, faculty appointments, and related matters.

Vice President for Research and Graduate Affairs: Dr. Donald E. Kibbey.

The Vice President for Research and Graduate Affairs is "staff" rather than "line" in the Vice Chancellor's Office. The School works with the Graduate School Office on admissions and fellowships. The Office of Sponsored Programs, within the Vice President's Office, assists the School in the preparation and submission of proposals for outside funding.

Office for Affirmative Action:

Dr. David Jones

On all hiring, full or part time, the School must work through the Office of Affirmation Action and the Committee for Affirmation Action.

Dean, University College: Dr. Frank E. Funk

University College is the continuing education college of Syracuse University, and all courses taught in the evening come under their jurisdiction. A portion of the budget of the School of Information Studies comes through

University College. (This is discussed in the section on Finance). The School must therefore negotiate partial budget support through the University College Office.

Dean, Summer Sessions: Dr. James Manwaring

The School of Information Studies offers an extensive summer session, including courses, workshops, and two-week seminars. Consequently the School works closely with the Office of Summer Sessions on budget, planning, and course scheduling.

Other offices on the campus with which there is frequent contact on specific tasks are: Office of Publications for catalogs and brochures; the Treasurer on endowment income; the Vice President for Personnel; and the Financial Aid Office.

All course changes, after passing the requisite bodies within the School, must be approved by the University Senate Curriculum Committee and by the Senate itself. Major program changes, e.g. a new Masters program, must pass through the Board of Graduate Studies, and, in the case of new degree programs, through the New York State Department of Education.

3. The Dean: Qualifications and Responsibilities

a. The following guidelines for the Dean's Search and Selection Committee were announced and recorded in the Minutes of the Faculty Meeting for April 11, 1972.

(1) Formal Academic and Professional Qualifications

(a) Administrative experience preferably in an academic environment;

(b) Teaching experience;

(c) Doctorate or equivalent experience.

(2) Personal Qualities

(a) Concern with individuals as human beings;

(b) Commitment to quality education and research;

(c) Creativity and intellectual courage;

(d) Political savoir-faire;

(e) Interdisciplinary-orientation;

(f) Forward-looking philosophy of library education;

(g) Leadership and problem-solving abilities.

b. From the Faculty Manual, the following is a list of the responsibilities of the Dean.

To organize administrative matters and perform all the duties customary to the office.

To prepare with appropriate members of the Faculty the agenda for each Faculty meeting.

To preside at regular Faculty meetings and at special meetings called by him.

To interpret and enforce the rules and regulations of the Faculty.

To appoint standing committee chairmen and advise chairmen in selection of committee members as hereinafter provided in Section VII.A.2.

To appoint ad hoc committees when necessary in accordance with Section VII.B.

To implement actions of the Faculty concerning matters within its jurisdiction.

Upon request to act as intermediary between the Faculty of the School and other University units on matters of concern to the Faculty.

To recommend faculty promotions.

To serve ex officio on all committees.

To act for the Faculty when a quorum of the Faculty is not available for a vote and to report such action to the Faculty.

To delegate responsibility to associates or assistants where it seems advisable.

4. Assistant to the Dean

The following is a listing of responsibilities, functions, and qualifications of the Assistant to the Dean, who, at this time, also holds the rank of an Assistant Professor.

a. Office Organization and Responsibilities

Supervision of-

(1) organization and maintenance of student and alumni files and records;

(2) admissions process and records;

(3) financial aid process and records;

(4) registration and orientation process and procedures;

(5) questionnaires and reports (faculty load, ALA accreditation, placement, etc.);

(6) maintenance of regular work flow (form letters, copying, typing) and special assignments (mailings, rush orders, etc.);

(7) recruiting and training new office staff.

b. Advising, Interviewing, Recruiting

(1) form letters (inquiry responses, letters for advisees, graduates, etc.);

(2) correspondence - follow-up or expand form letters, questions on admissions or other areas covered in advising;

(3) interviewing prospective students both in Syracuse and at other colleges;

(4) assistance to students in housing and other personal matters.

c. General Supervision of Graduate Assistants and Resources and Services Center

(1) assignment of responsibilities

(2) work flow

d. Liaison with Other Organizations

(1) Alumni Association

(2) University College

(3) Career Services

(4) Summer Sessions

(5) Graduate School

(6) Financial Aid Office

e. Special Studies Under Supervision of Dean

f. Teaching - Normally one course a year

g. Qualifications

(1) Master of Science in Library Science, preferable recent graduate of this School, because familiarity with program, people, and campus offices of high utility.

(2) High ability in counselling and advising students and working with Faculty and office staff.

(3) Organizational ability - a sense of systems.

(4) Mature and self-confident, with ability to improvise.

5. Committees

With the exception of the Personnel Committee, chairpersons and faculty members are appointed each year by the Dean with due regard to committee continuity, course load, research, and previous committee service. In the case of the Personnel Committee, faculty members of the Committee are nominated by vote of the Faculty excluding students at the last Faculty meeting of the academic year. From this vote, the Dean appoints members of the Committee with due regard for (a) committee continuity, (b) needs of other committees, and (c) rotation of all Faculty members to serve on this Committee. Two Faculty members shall be tenured, and one non-tenured. The Personnel Committee choses its own chairperson.

The Dean is ex officio on all committees.

Admissions, Financial Aid, and Advising Committee shall review policy for admission to the School and, in collaboration with the Dean, review individual cases that do not meet the School's stated quantitative requirements; shall review and develop methods for awarding financial aid; shall review advising procedures and make recommendations to the Faculty.

Dustin, Assistant Professor, Chairman

Cook, Assistant Professor

Genova, Assistant Professor

Jennifer Kuehn, Master's student

Cheryl Brown, Ph.D. student

Curriculum Committee shall have responsibility for reviewing the curriculum and requirements for graduation; for recommending changes to the Faculty; and for providing appropriate forums for curricular planning.

Atherton, Professor, Chairperson

Dosa, Associate Professor

McGill, Assistant Professor

Patrick, Lecturer and Coordinator for Continuing Education

Gretchen Roberts, Master's student

Bette Brindle, Ph.D. student

Executive Committee shall discuss and present to the Faculty general priorities of the School; shall act as an oversight committee; and shall recommend to the Dean ways of implementing Faculty-recommended policy.

Taylor, Professor and Dean, Chairperson

Allen, Assistant Professor

Genova, Assistant Professor

Greer, Professor

Gregory Oi, Master's student

Cynthia Davenport, Ph.D. student

Personnel Committee shall review all faculty members for reappointment, tenure, and promotion, and shall make recommendations, for action to the Dean; shall review candidates for appointment and make recommendations to the Dean; and shall determine policy and criteria for faculty evaluation. (The mode of appointment and choice of chairperson is described above.)

Katzer, Associate Professor, Chairperson

Lemke, Professor

D'Elia, Assistant Professor

Geraldine Radway, Master's student

Arvo Tars, Ph.D. student

Ph.D. Committee shall review admissions applications to the Ph.D. Program and make appropriate recommendations; and shall develop policy recommendations on the Program for submission to the Faculty. The Committee shall work in cooperation with the Admissions, Financial Aid and Advising Committee and the Curriculum Committee when necessary.

Crouch, Assistant Professor, Chairperson

Cook, Assistant Professor

Dosa, Associate Professor (1st semester)

Greer, Professor (2nd semester)

Ph.D. student

Ph.D. student

On occasion, an ad hoc committee might be established to deal with a specific problem. Such committees are dissolved when the task is completed.

6. Support Staff

Mrs. Louise Hayes, Secretary to the Dean

Jayne Bullock, Information/Publicity Coordinator

Margaret O'Brien, Stenographer

Mrs. Judith Nicholas, Clerk-Typist

Mrs. Janet Goss, Conference Coordinator (part-time)

Mrs. June Brower, Director, Educational Resources Center (School pays part of salary)

Graduate Assistants (Master's Students)

Celeste Mantone

Geraldine Radway

Dorothy Reddington

Patricia Roper

Financial Data Report Form

Exact dates covered: Sept. 1 1973 (month) (day) (year) through August 31 1974 (month) (day) (year)

(Provide two versions of this form to present financial data for the fiscal year immediately preceding the current year and for the current fiscal year. Include summer session data with the appropriate fiscal year. In reporting 1. Source of Funds and 2. Expenditures, include only figures for items that are part of the library school budget, e.g. if the library school library funds do not come from the budget of the library school, do not include them. Services, materials, and benefits provided without budget charge by the parent institution [and/or its library] may be listed in 3. Items not included in library school budget.)

1. Source of funds

From parent institution	$ 347,782	(1) See explanation, Section A.8 following
From Federal sources		(2)
From other outside sources (please specify)		
Gaylord Trust	14,545	(3)
Price Endowment	6,515	
Snow Foundation	2,465	(4)
Curr. Devel. Grant	1,675	
Spring Conference	7,823	(5)
Publications	830	
Workshop	1,490	
TOTAL	$ 383,125	(6)

2. Expenditures

a. Salaries and wages

i. Teaching and administration

Salaries for academic instructional staff $ 210,248 (7)

Salaries for academic administrative staff 37,900 (8)

Salaries and wages to students for services to teaching and administrative staffs (i.e. students not having academic appointments) 4,423 (9)

Clerical and other salaries for services to teaching and administrative staffs 30,566 (10) includes Graduate Assts.

Total Teaching and Administrative Salaries . . . . $ 283,137 (11)

ii. Library school library

Salaries to librarians 1,500 (12) IST Portion of ERC Direct

Salaries and wages to students ______ (13)

Clerical and other salaries ______ (14)

Total Library School Library Salaries 1,500 (15)

2. Expenditures (Continued)

a. Salaries and wages (Continued)

iii. Funded research

Salaries to research staff (with academic appointments) $ 1,300 (16)

Salaries and wages to students 555 (17)

Clerical and other salaries 270 (18)

Total Research Salaries . . . . $ 2,125 (19)

iv. Other

Salaries to academic appointments ______ (20)

Salaries and wages to students ______ (21)

Clerical and other salaries ______ (22)

Total Other Salaries . . . . ______ (23)

TOTAL SALARIES AND WAGES (Sum 11, 15, 19, 23) . . . . $ 286,762 (24)

2. **Expenditures** (Continued)

b. Other budget categories (i.e. not salaries and wages)

i. Teaching and administration

Office supplies and equipment	$ 11,131	(25)		
Communications (including telephone, postage)	3,465	(26)		
Travel	7,000	(27)		
A-V services		(28)		
Computer time	8,000	(29)		
Other (please specify) Publications, Price Endow. Conference	3,097	(30)		
Total			$ 32,693	(31)

ii. Library school library

Collections	1,100	(32)		
Supplies and equipment		(33)		
Other (please specify)		(34)		
Total			1,100	(35)

2. Expenditures (Continued)

b. Other budget categories (i.e. not salaries and wages)

iv. Scholarships and fellowships (not to include work-study) . . . . $ 55,725 (37)

v. Institutes (please specify name of institute and total for each)

Spring Conference $ 4,605 (38)

(39)

(40)

Total 4,605 (41)

vi. Other (please specify)

Colloquia & Class Speakers 2,240 (42)

(43)

(44)

(45)

Total 2,240 (46)

TOTAL OTHER BUDGET CATEGORIES (Sum 31, 35, 36, 37, 41, 46) . . . .$ 96,363 (47)

TOTAL EXPENDITURES ALL BUDGET CATEGORIES (Sum 24, 47) . . . . $ 383,125 (

*Should equal total on line 6 above.

3. Items not included in library school budget

If the parent institution (and/or its library) furnishes services and materials or provides benefits without budget charge they may be listed here. Do not list such items as space, maintenance, utilities, services furnished to all other campus staff members and students, use of libraries, etc., which are rarely charged to departmental budgets.

A-V Equipment/Materials		
Catalog Publication Costs		

Financial Data Report Form

Exact dates covered: Sept. 1 1974 through August 31 1975
(month) (day) (year) (month) (day) (year)

(Provide two versions of this form to present financial data for the fiscal year immediately preceding the current year and for the current fiscal year. Include summer session data with the appropriate fiscal year. In reporting 1. Source of Funds and 2. Expenditures, include only figures for items that are part of the library school budget, e.g. if the library school library funds do not come from the budget of the library school, do not include them. Services, materials, and benefits provided without budget charge by the parent institution [and/or its library] may be listed in 3. Items not included in library school budget.)

1. Source of funds

From parent institution	$ 431,769	(1) See explanation, Section A.8 following	
From Federal sources	19,920	(2)	
From other outside sources (please specify)			
Gaylord Trust	28,020		
Price Endowment	3,360	(3)	
Snow Foundation	3,535		
Curr. Devel. Grant	2,056	(4)	
Spring Conference (est.)	8,000		
Publications (est.)	1,000	(5)	
H.W. Wilson Scholarship	3,000		
Alumni Assn. Scholarship	1,200		
Workshop	450		
TOTAL			$ 502,310 (6)

2. Expenditures

a. Salaries and wages

i. Teaching and administration

Salaries for academic instructional staff $ 254,419 (7)

Salaries for academic administrative staff 40,005 (8)

Salaries and wages to students for services to teaching and administrative staffs (i.e. students not having academic appointments) 3,079 (9)

Clerical and other salaries for services to teaching and administrative staffs 32,951 (10) Includes Grad. Assts.

Total Teaching and Administrative Salaries . . . . $ 330,454 (11)

ii. Library school library

Salaries to librarians 2,136 (12) IST Portion of ERC Directo

Salaries and wages to students ______ (13)

Clerical and other salaries ______ (14)

Total Library School Library Salaries 2,136 (15)

2. Expenditures (Continued)

a. Salaries and wages (Continued)

iii. Funded research

Salaries to research staff (with academic appointments) $ 2,056 (16)

Salaries and wages to students ______ (17)

Clerical and other salaries ______ (18)

Total Research Salaries . . . . $ 2,056 (19)

iv. Other

Salaries to academic appointments ______ (20)

Salaries and wages to students ______ (21)

Clerical and other salaries ______ (22)

Total Other Salaries . . . . - (23)

TOTAL SALARIES AND WAGES (Sum 11, 15, 19, 23) . . . . $ 334,646 (24)

2. Expenditures (Continued)

b. Other budget categories (i.e. not salaries and wages)

i. Teaching and administration

Office supplies and equipment	$ 11,485	(25)		
Communications (including telephone, postage)	3,750	(26)		
Travel	8,585	(27)		
A-V services		(28)		
Computer time	19,700	(29)		
Other (please specify) Publications, Snow Foun. Summer Sessions	6,310	(30)		
Total			$ 49,830	(31)

ii. Library school library

Collections	1,270	(32)		
Supplies and equipment		(33)		
Other (please specify)		(34)		
Total			1,270	(35)

iii. Funded research . . . . (36)

2. Expenditures (Continued)

b. Other budget categories (i.e. not salaries and wages)

iv. Scholarships and fellowships (not to include work-study) . . . . $ 107,500 (37)

v. Institutes (please specify name of institute and total for each)

Spring Conference $ 5,864 (38)

(39)

(40)

Total 5,864 (41)

vi. Other (please specify)

Colloquia & Class Speakers 3,200 (42)

(43)

(44)

(45)

Total 3,200 (46)

5-31

TOTAL OTHER BUDGET CATEGORIES (Sum 31, 35, 36, 37, 41, 46) . . . .$ 167,664 (47)

TOTAL EXPENDITURES ALL BUDGET CATEGORIES (Sum 24, 47) . . . . $ 502,310 (

*Should equal total on line 6 above.

3. Items not included in library school budget

If the parent institution (and/or its library) furnishes services and materials or provides benefits without budget charge they may be listed here. Do not list such items as space, maintenance, utilities, services furnished to all other campus staff members and students, use of libraries, etc., which are rarely charged to departmental budgets.

A-V Equipment/Materials

Catalog Publication Costs

8. Budget Explanation

Some interpretation of the budget seems necessary, for it indicates some of the complexities in the budget process. Worth particular comment is the variety of sources included in (1): Sources of Funds from parent institution. Using the figures for the current year 1974-1975, the following is a breakdown of that figure:

Pro forma budget from University	$242,934
Special Allocation from Vice Chancellor (1)	2,620
University College (2)	67,587
Summer Sessions (3)	47,828
Computing Center (4)	19,700
Graduate School-Tuition Benefits (5)	51,100
	$431,769

(1) Special one-year allocation to assist in publicizing name change of School and in recruiting students.

(2) University College budget discussed in Section B.5.

(3) Summer Sessions budget discussed in Section B.5.

(4) This is cost of computer time allocated by Computing Center to the School. Included here because it may in the next few years become part of pro forma budget.

(5) This represents a dollar value for tuition benefits alloted to the School by the Graduate School and is broken down as follows:

7	tuition scholarships	$23,940
4	Graduate Assistant tuition	9,740
2	Special Interns with outside agencies	6,480
1	University Fellowship, including both stipend and tuition	7,420
21	hours of tuition, alloted as needed	2,520
	summer tuition allocation	1,000
	Total	$51,100

These items are included in the sources of funds from the University, because they represent a normal procedure in budget development throughout the University. Though they may come from different accounts on the campus, the monies and tuition shown are viewed by the Office of the Dean as basic budget for faculty support, student financial assistance, and for supplies, etc. pertaining to the program of the School.

V. Governance, Administration, and Financial Support

B. Self-Study

1. The School in the University

Schools and Colleges in Syracuse University have a great deal of autonomy and are allowed a wide latitude of decision-making within the necessary policy, regulatory, and budget constraints of the University. Such a context allows freedom of action and local policy-making. However, it also implies a political situation in which power plays a role. Fortunately, the Vice Chancellor and others in the University are sensitive to the attempt by this School to develop a new and broader program. Though this is hard to document, for it comes through in small ways, it basically means the University is allowing us time to spell out new directions, to develop student recruiting, and to understand more of the placement market for graduates in the broader field.

The School of Information Studies is the smallest school on the campus, in budget, number of faculty, and enrollment. Within the environment described above, the School sometimes tends to be lost among the larger units on the campus. Until recently the profile of the School was relatively low. But outstanding faculty members, active participation in campus affairs, some high calibre students, some very good advanced courses, and, though small, a doctoral program of distinction have given the School some visibility on the campus.

It is in this context that the relationship between the School and the University must be seen and be judged. We feel we can say, in all honesty and fairness, that the Vice Chancellor, in particular, is supportive in both advice and awareness of the School's needs. We do not feel that any particular administrative structure change would alter the status of the School. In the present situation, the Dean sits on the Council of Deans and has access to the Vice Chancellor.

The Faculty of the School serve on all faculty governing bodies of the University: The Senate and the Board of Graduate Studies. In fact, the ratio of participation by the School's faculty may be higher than other schools and colleges just because we are small in number. Actual participation by individual faculty members can be seen in the personal vitas (Section III.A.), but it includes in the past several years active membership on the Senate Agenda, Library, Student and Curriculum Committees and on the Program Committee of the Board of Graduate Studies.

2. The School Administration

The Dean of the School, though he also teaches, has basic responsibility for the management of the affairs of the School, both with and for the Faculty. He works closely with individual faculty members on specific tasks and with committees on broader concerns of the School. When appropriate, the Dean may, after informal discussion, develop a brief statement of a particular problem or of a particular short-term objective for consideration by the Faculty and, if possible, eventual implementation. He is then responsible to see that these Faculty policies or guidelines are supported and implemented.

The Assistant to the Dean is principally responsible for internal operations of the support staff, for counselling applicants to the program as well as students, and for a wide range of tasks in support of every day requirements. She works closely with the Dean and with individual faculty members, and provides liaison with a number of offices on the campus.

The salary status of the Dean is neither highest nor lowest in the University. In the words of the Vice Chancellor's office, it "is a complex function of length and quality of service and professional rank as a faculty member prior to appointment as Dean... and magnitude of responsibility in the context of the size and complexity of the total program of the school or college."

A recent across-the-board study of salaries and position descriptions, and its implementation, has done a great deal to eliminate interschool discrepancies. Employees who are not exempt from the provision of the Fair Labor Standards Act receive salaries in accord with all-University standards.

3. Support Staff

The Office of the Dean provides secretarial and clerical assistance to the Faculty. This has not been entirely satisfactory and one of our short-term goals is to provide a better support within our budget constraints. This means more careful planning and systemalization of routines and, possibly, a word processing, i.e. dictating, system for faculty. Graduate Assistants are assigned to work with faculty members. And this too needs better planning and division of labor. The current year has been a difficult year to use as a model because of the requirements of this Self-Study report, the rise in university and federal reporting needs, an intensive publicity campaign, an increase in faculty needs in support of courses, and more active committees requiring typing and other forms of secretarial support.

At the present time it is doubtful that, without outside funding, the School will have a larger support staff. There is the possibility that, from one of the endowment funds, we can provide a part-time administrative assistant to assist in the development and control of the burgeoning field work program.

4. Committees

The committees have had an extremely active role in the School, especially this year. Meetings have been held at night and on weekends, and a great deal of work has been accomplished, including this report. It has become obvious that committee work has eaten extensively into valuable teaching and research time. There is the possibility that, in 1975-76, the Faculty of the School may attempt to reform the committee structure on an experimental basis, placing more responsibility on individual committee members and more responsibility in the Executive Committee.

5. Financial Review

As we said above, this School is the smallest academic unit on the campus; and our budget is the smallest, with the exception of some special programs. In 1971-72, the University, recognizing financial problems on the horizon, put into effect a ten percent reduction for all programs and a freeze on all salaries, the latter lasting until January 1, 1973. At that time this School lost an associate professor, the position of Assistant Dean, and one secretarial position. The effect can be seen in the pro forma budget of the School which in 1971-72 was $220,627; dropped to $198,564 in the first half of 1972-73; rose to $206,548 in the last half of 1972-73 when personnel raises were allowed. In 1973-74 the comparable figure was $220,526, approximately the level it was two years previously. The comparable figure for 1974-75, the current year, is $242,934. This history is approximately the same for other schools and colleges on the campus. It appears that future adjustments will be made on the basis of enrollment growth in the program.

For the regular academic year, the School receives financial support from several basic sources in the University, excluding special funds, trusts, or endowments. The University itself provides the basic budget, which is then augmented by University College. The University College portion of the faculty salary budget is negotiated each year for courses offered in the evening under their auspices. In 1974-75 this amounted to $37,672, plus overload in two courses, for faculty salaries, approximately 2.5 FTE faculty members. In addition, University College supported completely one faculty member this year, Dr. Ruth Patrick, who does both teaching and the development of continuing education efforts for the School. University College has also supported part-time lecturers offering 15 evening courses during the current academic year, including two at Utica College, affiliated with Syracuse University, and one in Ithaca.

The Summer Session budget also augments the regular budget, not only by supporting faculty salaries but also with funding for materials, telephone, duplicating, supplies, graduate assistants, and clerical help. This budget is negotiated each Fall for the following summer. In 1973, this was $35,572; in 1974 - $39,843; and for 1975 - $47,828.

The arrangement with University College has come about for a variety of reasons. First of all, there has been a long tradition of continuing education, extension, and evening courses at Syracuse. The Library School has always participated in these activities. Second, there was a marked expansion of faculty in the School in the late sixties due (a) to the inception of the doctoral program, and (b) to several large research grants now no longer funded. This has meant that, in order to maintain the level and diversity of faculty, some channel other than the usual University budget had to be sought. University College provides this additional base.

The data in Figure 1 are indicative of the course offerings and enrollments, day and evening. They illustrate the range of course activities over both day and evening, and the fact that enrollments are frequently higher in the evening than in the daytime.

Figure 5-1: Day and Evening Courses
(FT = Full-Time; PT = Part-Time)

	Fall 1974	Spring 1975
Total No. of Courses	34	42
Day Courses, FT Faculty	16 (1)	20 (1)
Enrollment, Day Courses, FT Faculty	376 (2)	298 (3)
Evening Courses, FT Faculty	14	12
Enrollment, Evening Courses, FT Faculty	300	243
Evening Courses, PT Faculty	5 (4)	10 (5)
Enrollment, Evening Courses, PT Faculty	119	215
Total Enrollment	795	756 (6)
Day	376	298 (6)
Evening	419	458
Credit Hours	2,385	2,292
Day	1,128	918
Evening	1,257	1,374

(1) Includes one by graduate assistant
(2) Includes IST 998
(3) Includes IST 970, 998
(4) Includes one in Utica
(5) Includes one each in Utica and Ithaca
(6) Includes 8 students in 6-credit IST 970

These charts indicate that in reality courses in the School run from 8:30 in the morning until 9:30 at night. Both full and part-time students attend classes throughout the day and evening, although there are more part-time students in the evening courses. University College returns a portion of its income to the University and adjustments in the School's budget are negotiated with the University. The effect of this arrangement is difficult to assess. When one attempts to ascertain costs for student per credit hour for day as opposed to evening courses, it is impossible to divide advising time, supplies, telephone, administrative costs, etc. between the two units. The same situation exists though less significant, with Summer Sessions because they support not only salaries but also incidental costs, telephone, graduate assistants, materials, and clerical help.

Several predicted trends for the future indicate that part-time enrollments will not decrease, in fact may increase. The cost of education, especially in a private institution, will force more people to attend over a longer period of time, i.e. as part-time students. In addition, the patterns of education are shifting so that part-time education is approved and accepted. Just what effect this will have on budget levels and budget planning is hard to predict. We do not anticipate any sudden change but rather a slow evolution over the next decade, where part-time enrollment may well rise more rapidly than full-time enrollment.

It is difficult to ascertain the exact costs of the doctoral program vis a vis the Master's program. In all candidness we can say that it probably takes a larger portion of the budget than it would were it of optimum size, and especially with outside research funding. It is at present too small, with the consequence that doctoral seminars have low enrollment, despite the fact that doctoral students from other schools on campus enroll in some courses. However, the Ph.D. Program in Information Transfer is, in our mind, of such quality and such necessity to the information world that we feel its continuance is justified.

In addition, the Doctoral Program has provided a research capability and context which has had a highly beneficial effect on the Master's Program. We expect the Doctoral Program to grow.

At present the undergratuate program, i.e. a minor within the College of Arts and Sciences, is so small that it does not effect the budget in any way. It requires no special courses or any special type of advising outside our usual patterns.

One item worth comment is, as a result of the establishment this year of an Office of the Budget by the University and more rational account definitions, that we expect to maintain better control over the budget/accounting/expenditure process, at least with the pro forma University portion.

6. Other Financial Support

There are several major outside sources of financial support which exist and which we hope will grow. This School is the beneficiary of the H. J. Gaylord Syracuse Library School Trust. For 1975-76, the income from this Trust amounted to approximately $47,000 and, by terms of the Trust, is allocated to student financial assistance. The School also receives income from an endowment established by Mrs. Olive Bishop Price, a graduate of the School (1939) and a Trustee of the University. The principal of this endowment may increase in the future. The present income from the Price Endowment is approximately $8,000 annually, and its use is at the discretion of the Dean.

In addition, the School holds several small student loan funds, which have been most useful for short-term emergencies for students.

We expect over the next several years to make a major effort in developing research funding. Our objective by 1978 is an annual level of approximately $300,000.

VI. Physical Resources and Facilities

A. Factual Data

1. Space

As of the Spring of 1975, the School of Information Studies occupies three houses adjacent to the University Campus. Two of these houses (113 and 119 Euclid Avenue) are next to each other and provide administrative space, some classrooms, a resource center, and offices for nine faculty members. A third house (732 Ostrom Avenue) is two blocks away and provides space for three faculty members, a teaching assistant, a seminar room, and some project work space. The School also shares some space in the Basement of Huntington Hall (the Education Building) which includes the Children's Book Collection as part of the Educational Resources Center. All of these spaces are in a state of flux. The descriptions below represent their status in Spring 1975.

a. The house at 113 Euclid Avenue was formerly a sorority house, approximately 50 years old, remodeled in 1971 for this School.

Clerical, Storage, Workspace	842	sq. ft.
Dean's Office, Secretarial, Admin. Assistant	549	"
Classroom, ca 25 students	507	"
Lounge	187	"
Faculty Offices (3)	557	"
Classroom, ca 15 students	255	"
Offices, 3rd Fl. Ph.D. Students and part-time Faculty	1,040	"
Misc. Storage areas	121	"
Total (113 Euclid)	4,058	sq. ft.

b. The house at 119 Euclid Avenue was formerly a sorority house, approximately 50 years old, remodeled in 1971 for this School.

Resource Center, including workspace for Graduate Assistants	997	sq. ft.
Faculty Offices (6)	1,002	"
Total (119 Euclid)	1,999	sq. ft.

c. The house at 732 Ostrom Avenue was orignally a private residence and later used by groups from the School of Education until it was alloted to this School in 1973.

Seminar Room, 12 students	178	sq. ft.
Faculty Offices (5)	1,002	"
Storage & Misc. Space	217	"
Third Floor, Projects	246	"
Total (732 Ostrom)	1,643	sq. ft.

d. Total Space, 3 houses	7,700	sq. ft.
Administration & Lounge	1,578	"
Faculty Offices	2,561	"
Class and Seminar Rooms	940	"
Resource Center*	997	"
Offices (Ph.D. and Part-time Faculty	1,040	"
Storage and Miscellaneous	584	"
Total Space, 3 houses	7,700	sq. ft.

All of these spaces (113, 119 Euclid and 732 Ostrom) are under the control of the School of Information Studies. Classrooms used on other parts of the campus are under the control of the Registrar.

* Resource Center includes small working collection, reserve shelves for courses if desired, computer terminal space, laboratory for organization of information, office for graduate assistants.

The space in the Basement of Huntington Hall houses the Children's Collection of about 5,000 volumes and is integrated into the Educational Resources Center (ERC). This space is under the control of the School of Education, and a representative of the School of Information Studies sits on the ERC Committee. Discussion is now under way for the development of a Production Laboratory adjacent to the ERC, which would be utilized by students from both Education and Information Studies. This may be in operation by the academic year 1975-76.

2. School Equipment

   a. Office equipment. Includes the usual range of items: desks, chairs, tables, typewriters, dictaphone machines.

   b. Classroom equipment. None except chairs and tables in three seminar rooms.

   c. Laboratory equipment. None.

   d. Audio visual equipment. None held by the School. See the following section on audiovisual services.

   e. Data Processing and Computer equipment.
      Olivetti Programma 101
      IBM 2471 Communications Terminal

   f. Photo duplication equipment.
      Bell & Howell Ditto Duplicator (D-31)
      Bell & Howell Automaster 1 (Fax masters, transparencies)
      Xerox 660 - 1 copier
      A. B. Dick Mimeograph 418

3. Audio-Visual Support Services

a. The School possesses no audio-visual equipment and depends entirely on the Audio-Visual Services of the University for classroom support. The four services listed below are at different locations on the campus.

1. Audio Services

   Services:
   - reel-to-reel duplication
   - cassette duplication
   - audio production and recording
   - all broadcasting facilities
   - repairing of audio equipment
   - installation of audio systems
   - design of special systems

   Charges: If used for instructional purposes, no charge for labor and facilities -- just for materials used.

2. Video Services

   Services:
   - duplication of video tape
   - 1/2 inch and 2 inch video production
   - design and consultation service
   - aid in production
   - TV studio facilities

   Charges: None for facilities and labor -- just materials

3. A-V Services

Services: loan of portable av equipment including portable video equipment
equipment operators
film rentals

Charges: All services are free except for film ordered outside of the SU film library

4. Photo Center

Services: All photography needs including picture shooting, slide duplication, slide and film processing

Charges: No charge for film, processing, labor or materials if used in connection with class work

5. The Independent Learning Laboratory in H. B. Crouse Hall serves as a central location on the campus for the use of self-study non-print materials, especially self-instruction modules used in a specific course. Except for specific instruction in educational technology, the Laboratory has not been used extensively by the School.

4. Computing Services

The Syracuse University Computing Center has two computing systems available for use by the School of Information Studies. The first system consists of an IBM 370/155 with 1536K bytes of main memory. This machine has associated with it 72 on-line terminals which are used primarily for APL programming, seven CRT terminals, and the usual array of computer peripherals such as disk drives, tape drives, a plotter, card readers, card punches and line printers.

The second system is a PDP 10 model 50 with 128K words of main memory. This system has 8 teletype terminals, 4 CRT terminals and an interactive graphics terminal. A recently acquired PDP 11 is being used to interface both the PDP 10 and the IBM 370 so that user will have access to either machine from any terminal on campus.

The School of Information Studies is currently provided with one IBM 2741 typewriter type terminal which is in contact with the IBM 370 via the PDP 11. This terminal is currently used primarily for APL programming although it has capabilities for use as a Remote Job Entry terminal. We estimate that the terminal is used about 45 hours per week by the students and faculty of the School.

During the Spring semester of 1975 the following courses make use of the Computing Facilities.

#	Title	Instr.	Use
IST 503	Organization of Information Resources	Atherton	Cataloging
IST 650 Sec. 1	Introduction to On-Line Computer Applications	Katzer	Programming in APL
IST 650 Sec. 2	Interactive Storage and Retrieval Systems	McGill	Retrieval Systems
IST 720	Seminar in Research Methods	Katzer	Statistics
IST 730	Interaction Techniques for On-Line Retrieval	McGill	Retrieval System Development
IST 552 Sec. 1	Information Technology	Patrick	Introductory Concepts
IST 552 Sec. 2	Information Technology	McGill	Introductory Concepts

We have also, at times, used the terminal to the computer to write personal responses to letters requesting information about the School.

5. Library Holdings

The Libraries of Syracuse University hold approximately 1,500,000 volumes, located principally in the Ernest Stevenson Bird Library and the Engineering, Life Sciences, and Mathematics Libraries in the former Carnegie Library. Additional libraries are Chemistry, Law, Geology, and Physics. The School of Information Studies uses principally the Bird Library and the Engineering and Life Sciences Library, the latter for computing science, environmental studies, and industrial engineering. The Bird Library has extensive microform holdings. The Library is a member of the Ohio College Library Center and has five Beehive terminals. An internal retrieval system (SULIRS), using a limited set of elements, may be used from library terminals to locate any item, ordered, in process, or cataloged. Before 1962, the Library used the Dewey Classification, and the L. C. classification since that time. In addition, a fair number of items are unclassified (i.e. waiting for processing), although this backlog is being reduced through the OCLC connection.

Two factors have made it difficult to estimate holdings in support of the Master's program. First, the diffuseness of our program makes it difficult to point to any one part of the classification and say "this is it." Secondly, the fact that collections exist under two classification schemes plus an "uncataloged" section again makes it difficult to obtain a meaningful count. The following statistics are a very rough estimate of the more important sections of the collections. They have been derived from a measurement of the shelf list (100 cards per inch times 1.6, a factor to cover multiple volumes). The count was made only of the L. C. section of the shelf list, with the exception of library science, history of books, and bibliographies, where we included the Dewey class 000-010.

	Est. Vols.
Social Sciences e.g. Cognition; Perception; Applied Psychology; Motivation; Personality; Social Psychology; Urban Sociology	4,500
Statistics	1,800
Management: Industrial, Personnel	5,600
Communication; Telecommunication; Mass Media; Radio/TV	1,300
School administration/organization	1,800
Local government; regional planning	1,100
Computing science; cybernetics	1,500
History of Books; Bookselling; Publishing	1,300
Libraries; Archives; Library Science	9,000
	27,900
Bibliographies	13,800
Total	41,700

VI. Physical Resources and Facilities

B. Self Study

1. Space

There is no doubt that the scattering of the School in four locations does have some inhibiting effect on the operation of the program. It is not that our use of houses is necessarily detrimental, but the fact that one (732 Ostrom) is two blocks away from the main location. In fact the informality of the houses, and their ambience in contrast to the normal sterile modern building, lends itself to the program. The University is aware of our desire for a house nearer the Euclid Avenue houses and/or eventually consolidating the School in one building. As the University consolidates and reviews programs across the campus, one or the other of these solutions may become feasible.

Beside the problem of proximity, the fact that our classes are scattered in a number of buildings on the campus also detracts from the highly interactive quality of the program. This may have more of a detrimental effect on evening classes, especially for part-time students and adjunct faculty. However, consultation is encouraged and some instructors, including part-time faculty, have on occasion established Saturday office hours for part-time students.

The question of the location of the Children's Collection in the Educational Resources Center in Huntington Hall (four blocks away) is a more difficult one. It is doubtful that this can be changed. However, with the probable development of a Production Laboratory in conjunction with the ERC this location may become a more important focus for these activities in the future. This will become especially true as we develop closer collaboration with the Area of Instructional Technology in the School of Education.

2. Resource Center

The question of the Resource Center, located at 119 Euclid Avenue is also one of concern to us, without any easy or immediate solution. Until 1967, the School, then located in the Carnegie Library (the main University Library), had a departmental collection. In 1967 the collection was integrated into the main library collections. At that time the program of the School was focused in traditional library science and location of and access to supporting collections was relatively easy, despite a significant decline in library systems and services because of the building constraints. When the School moved to its present location, a resource center was deemed necessary to bridge the period until the main library moved onto its new building, the Bird Library, which happened in 1972. Support for the Center comes from the School budget and whatever other funds can be found. We are now at the stage where decision should be made as to the future of the Resource Center. At present the Resource Center serves several functions.

- A study and meeting space for IST students.
- A home base for graduate assistants.
- A small collection of selected monographs and current periodicals.
- A storage place for report literature.
- Reserve shelves for course material, in addition to the reserve system at the Bird Library.
- A laboratory space for IST 503 - organization of information.
- Location of the on-line computer terminal into the University's computing system.

That all of these functions have not been fully served is probably a function of economics and too ambitious plans. The following comments reveal some of the problems.

a. There is no control over the collection. As a result materials are stolen or "temporarily borrowed." We doubt if this problem can be overcome without the investment of extensive funds, and this becomes a matter of priorities.

b. The Center is open from 9 to 5 Monday through Friday, several evenings during the week, and specified hours on Saturday and Sunday. For evening and weekend hours we are dependent on student volunteer help, i.e. to unlock and lock the house (119 Euclid) in which the Resource Center is located. This situation has obvious problems, one of which is that students are not always sure just what evening or weekend hours the Center will be open.

c. Because of budget pressures we have had to stop purchase of all monographs and have reduced the number of subscriptions.

d. Because of theft and control problems, many faculty members run mini-circulation systems from their own offices. This is especially useful for report and serial literature. In some cases the School has purchased material and placed it in faculty offices for this purpose.

e. The growing diversity of the program makes it virtually impossible, even if some funding were available, to provide a true resource support within the School.

f. The reserve shelves for courses works fairly well because it is especially convenient for faculty with special reports, reprints, computer printouts and other dynamic material. Theft remains a problem however.

g. The laboratory for IST 503, instituted in the Fall of 1974, is quite successful. A graduate assistant is assigned to assist instructors and students and to maintain order in the support materails.

h. The computer terminal is frequently and heavily used and can be deemed successful. We also use computer terminals in other buildings on the campus.

As we have said, there is no easy solution, and whatever solutions do evolve will develop over time. We do wish to maintain those functions that appear to be working; for example, the laboratory for IST 503; the on-line computer terminal; the study and meeting place for students; the reserve shelves for courses, though use of this service will undoubtedly drop as we become more assured of the reserve system in the University Library.

3. Support Services

Most of the standard audio-visual equipment, e.g. projectors and audio recorders, are loaned to the School for a semester. However, special needs for the evening classes are hard to service because they are scattered on the campus and audio-visual services is somewhat awkward and sporadic. We are presently examining the whole problem of equipment support, both with the University office responsible and within the School to see how this can be improved. This may imply that we develop equipment within the School, especially video equipment where we seem to have high and frequent need.

In this context there are three general areas of need and use.

a. Standard projection and recording equipment. For daytime classes this poses no particular problem; equipment is available on semester loan, and extra equipment, if available, is obtainable. For evening classes, the problem is compounded by campus security problems, i.e. equipment cannot be delivered to an unattended classroom or left in the classroom after the class has finished.

b. Video equipment. Because of the limited number of video recorders available and their high demand, semester loan is not possible. Consequently, we have some frustrations because of our on-the-spot needs. The only long-term solution to this is the acquisition of our own equipment, and this is dependent on availability of funds.

c. Production equipment. This equipment is necessary especially in support of the school media program, and to some extent for the general program, e.g. IST 505. We expect to have, in collaboration with the Area of Instructional Technology in the School of Education, a production laboratory in operation in 1975-76 in Huntington Hall. Basically this facility would provide equipment for reproduction, slide making, dry mounting, and transparency production. Unfortunately this is four blocks away from the School's central location. But at present we see no other solution. One of the side benefits, however, is the opportunity for closer collaboration between Instructional Technology and this School.

4. Computing Services

The University wishes to consolidate computer terminals in a few public locations on the campus, and to replace the present IBM 2741 terminals with a newer DEC terminal. Consequently, it is likely that the School will lose its one terminal, unless we are willing to purchase a replacement at ca. $2,000 through the Computing

Center. With the anticipated growth in computer-based and computer-related courses in the School, it is likely that we will have to purchase at least one terminal for next year.

We feel also that a CRT Beehive terminal, similar to the ones used in major libraries within the Ohio College Library Center networks will also have to be purchased sometime in the future at a cost of approximately $2,500. We also would like to have a CRT with graphic capabilities, useful for statistical presentations and for advanced information systems courses. Such a terminal would cost about $5,500. Without outside funding we are not able to acquire the latter two types of terminals.

The current allotment of $19,700 for computing time seems adequate for present needs. The introduction of two new courses dealing directly with Computer-based Information Storage and Retrieval Systems (IST 657, IST 658) indicates a growing need for computer services within the School of Information Studies.

Current research interests within the School also indicate a growing need for Computing facilities. Specifically Professors Genova and

Crouch are involved in data anlaysis of experiments on non-verbal communication and information gaps. Professor Atherton is concerned with both automatic classification and man-machine interactions. Professor McGill is developing fully automatic, natural language bibliographic information storage and retrieval systems. And Professor Katzer is concerned with the development and teaching of information systems analysis methodologies via computer.

Thus, we find a growing involvement with computing capabilities and at the same time decreasing availability of these services except at rather high cost to the School.

5. Library Support

In general the collection in library science, i.e. the Z collection, is fairly satisfactory, although, because of budget cuts and freezes in the past several years, total current coverage has suffered. In the Bird Library, we are served by a bibliographer in the Humanities Division, whose principle responsibility is for English language literature, with additional responsibility for linguistics and library science. Because of the diversity of the School's program, requests for materials outside the Z collection are apt to be slighted, because such requests must go to the bibliographer for another area (e.g. social sciences, telecommunications, management, social work, computing science, etc.) for approval and purchase. This problem is not focused in Information Studies alone. A number of schools and programs in the University are affected by this process because of the explosion of interdisciplinary studies. This tends to make the organization of bibliographic support in the Library somewhat rigid and dated as far as developing programs are concerned. The School of Information Studies, for example, cuts substantively across three areas: the humanities, the behavioral and social sciences, and engineering and management. We tend to see the School more in the social science area than in the humanities. We are presently discussing these problems with the Director of the Library and hope in the next year to clarify the needs of this School and the processes by which the collection can be maintained. Because of the nature of our program a fair proportion of our support literature is in report form, a format which academic libraries seem to be unable to handle well. The Reserve Book system in the Library works quite well, provided of course that reserve lists are received early enough to be processed.

The Bird Library administration and staff has been most supportive in other ways. As a base for system and access studies (e.g. Dougherty and Blomquist, Improving Access to Library Resources, Scarecrow, 1974) and in staff time given to class demonstrations of OCLC and SULIRS, the Library has been extremely helpful in the School's program. Mrs. B. J. Vaughn, social science bibliographer, offered IST 605 (Social Science Information) as part-time faculty in the Spring Semester 1975. One graduate assistantship in the Library was held by a student in the School this year. We hope to expand the graduate assistant program in the Library over the next several years. A number of part-time students in the School find employment in the Library.

6. Educational Resource Center (ERC)

In 1967, a basically unorganized collection of children's books, housed in a room in the then Carnegie Library, was turned over to the School of Library Science by the Director of Libraries. During the next six years the Children's Collection, as it came to be called, was organized, used for courses, and in 1971 housed in the Women's Building on the campus, near our present Euclid Avenue houses. In the summer of 1973, the Children's Collection, together with four special collections of the School of Education, was moved to the Basement of Huntington Hall where the School of Education is located, and renamed the Educational Resources Center. A director of the ERC was appointed by joint agreement of the Schools of Education and Information Studies.

It should be understood that funding direction, management, and acquisition of these collections, including the Children's Collection, have not been supported by the University Library, but by the Schools of Education and Information Studies. It has been in essence a school collection, and supervision, staffing, and financing have been basically "bootleg" operations. The collection has been built by gift and small funding, squeezed from a variety of budgets. There are few non-print items. It is basically not a poor collection, though somewhat haphazard. We are at this moment, however, unable to ascertain how much money can be invested in collection development or when it can happen.

In some cases, to auguent the collection in the ERC, we depend on local schools and/or the Public Library. In many cases students taking courses in which children's materials are necessary work in school systems and draw upon them for literature and media. Sometimes the adjunct lecturer is from a school system and uses materials from her own collection.

Part of the decision on this collection, its operation and development, will depend on our work in designing a competency-based program for school media specialists during the next several years. Until the structure of this program is fairly well understood we do not feel that we should make a large investment in this area. The probable development of a production laboratory in conjunction with the ERC has been commented on above (3.c).

7. Other Resources and Facilities

The School of Information Studies is fortunate in having the good will of a number of agencies and individuals in the Syracuse area, who provide context for ongoing systems analysis and/or evaluation by students in operating contexts. In some cases these are built into the course or even a course may be designed around a system. IST 642 (Community Organizations and Information Transfer) is an example of the former where students are assigned as participant-observers in particular community agencies in the county.

In the second case, IST 685 (Community Analysis for Designing Library Services) is built completely around the analysis of a specific community and a particular library serving that community. Another example is an advanced topics course utilizing the University television cable system, Synapse, as a system for analysis. In each of these cases, students immerse themselves in the system and develop a report with recommendations for change and improvement.

Starting in Spring 1975, several school media centers were used as the base for field work

(IST 970, 6 credits) for school media specialists. This work includes a contract among student, field supervisor, and faculty supervisor. The field supervisor is repaid for his or her effort by a remitted tuition voucher for courses in the University. This process is just being formalized and we do not yet know whether this form of repayment can be extended to other agencies.

In addition, students may undertake a specific Readings and Research course (IST 998) which sometimes entails the analysis of a system or a process under the supervision of a faculty member. These are usually negotiated by the student.

The extent of these forms of work with external agencies is just beginning to be formalized. We anticipate that, given the right context and framework, they could become an important part of some if not all students' programs. We are not yet prepared to define policy and structure.

APPENDIX A

CURRICULUM REVIEW, 1973-75

SYRACUSE UNIVERSITY SCHOOL OF INFORMATION STUDIES
CURRICULUM REVIEW, 1973-75

The attached instrument has been devised by the Curriculum Committee as a way to find out what has been (or is being projected for Spring 1975) offered in the courses which make up our curriculum.

We would like to know:

1) What broad Thematic Areas are primary, secondary, or not relevant in the courses offered?
2) What specific Topics are primary, secondary, or not relevant in the courses offered?
3) What materials or methods are used to cover the content of the course, and what skills are developed in the courses offered?
4) What are the educational outcomes (i.e. objectives) of the courses offered?
5) How do these course objectives reflect the school's objectives?
6) For which Career Areas is a course especially relevant, etc.?

NOTE

We know that we are in a field with no clear identity, fuzzy terminology, and a widening market for its graduates. The terminology we use in the attached instrument is that now used in our school's publicity, in our course descriptions, etc. We are interested in knowing if it matches your terminology. When it does, make the appropriate checks in the space provided. When it does not, please note this with a big question mark opposite the term, or better still, augment the term with some explanation of the context in which you use it. Remember that every part of this instrument has an "Others" category where you can list the themes, topics, careers, etc. that you cover in your course and which we forgot to include.

THANK YOU IN ADVANCE FOR YOUR COOPERATION.

Instructor's name__________________ Course No.__________________
Offered ss73____, f73_____, s74_____
ss74_____, f74_____, s75____

Course description

Ever consider changing the title or course description? If yes, please note your suggested changes on this sheet. They will be considered by the Curriculum Committee.

A. THEMATIC AREAS COVERED IN ________COURSE NO.

Keeping your course in mind, check appropriate column (A thematic area is a broad area of interest in Information Studies.)

	Not Relevant	Primary	Secondary
1. Art/Museology			
2. Bibliography			
3. Collection Development (If one, specify:______)			
4. Communication (Human and Mass)			
5. Communication Technology			
6. Computers and Automation			
7. Dissemination of Information			
8. Information Industries			
9. Information Services (extra-library)			
10. Information Retrieval Systems:			
11. Analysis & Design			
12. Evaluation			
13. Management			
14. Library Services specify audience:_______			
15. Media (if one, specify:_____)			
16. Organization of Info. Resources			
17. Packaging of Information			
18. Retrieval of Information			
19. Scientific Information			
20. Social Science Information			
21. Systems Analysis/Design			
22. Technology Appln. to Info. Sys.			
23. Vocabulary Control			
OTHER THEMES (please specify)			

B. TOPICS COVERED IN__________Course no.

Please check the most appropriate column for each topic in your course. Attach course outline if available. (NOTE: If topic needs to be described more precisely, add more words. If you are unsure of the meaning, place a (?) in the "Unsure" column.

	Unsure	Not Related	Indirectly Related	Directly Related
1. Abstracting				
2. Administration				
3. Adults				
4. Archives				
5. Art				
6. Bibliographic control				
7. Bibliographies				
8. Books				
9. Cataloging				
10. Classification				
11. Collection building				
12. Children				
13. Community Organizations				
14. Community Needs				
15. Communication behavior				
16. Communication technology				
17. Computer applications				
18. Computer technology				
19. Cost analysis				
20. Cultural area studies				
21. Data Processing				
22. Elementary Schools				
23. Environmental information				

	Unsure	Not Related	Indirectly Related	Directly Related
24. Eval. of Info. systems				
25. Government documents				
26. Group dynamics				
27. Humanities, history of				
28. Indexing				
29. Information needs				
30. Information resources				
31. Internation.info. systems				
32. Information utilities				
33. Information systems				
34. Librarianship				
35. Library evolution				
36. Management				
37. Manuscripts				
38. Media-evaluation				
39. -selection				
40. -use				
41. Micrographics				
42. Minorities				
43. Museums				
44. Networking				
45. Pictorials				
46. Policy statements				
47. Publishing				
48. Quantitative research methods				
49. Question negotiation				
50. Rare books				

	Unsure	Not Related	Indirectly Related	Directly Related
51. Reading				
52. Reference service				
53. Referral				
54. Reprography				
55. Research design				
56. Research evaluation				
57. Retrieval systems				
58. Schools				
59. Scientific & Tech. Lit.				
60. Social psychology				
61. Social sciences				
62. Storytelling				
63. Special collections				
64. Standards				
65. Systems analysis				
66. Users				
67. Vocabulary control				
68. Young adults				
69. OTHER TOPICS covered in course:				

C. CAREER AREAS FOR WHICH ________ is relevant
(course no.)

	Unsure	Not Related	Indirectly Related	Directly Related
1. Abstracter				
2. Academic librarian				
3. Administrator				
4. Archivist				
5. Area studies bibliographer				
6. Art (fine) librarian				
7. Business librarian				
8. Cataloger				
9. Communications professional				
10. Community info. specialist				
11. Data processing specialist				
12. Environmental info. spec.				
13. Government documents lib.				
14. Humanities bibliographer				
15. Humanities librarian				
16. Indexer				
17. Industrial librarian				
18. Information broker (freelance)				
19. Information industry personnel				
20. Information specialist				
21. Information system designer				
22. Information scientist				
23. Librarian				
24. Library automation professional				
25. Law librarian				
26. Media specialist				

	Unsure	Not Related	Indirectly Related	Directly Related
27. Medical librarian				
28. Museum information specialist				
29. Music librarian				
30. Newspaper librarian				
31. Planning agency librarian				
32. Public librarian				
33. Publishing specialist				
34. Rare book librarian				
35. Reference librarian				
36. Research librarian				
37. Researcher				
38. School media specialist				
39. Social science bibliographer				
40. Special librarian				
41. Systems designer				
42. Technical services spec.				
OTHER CAREER AREAS:				

D. METHODS, MATERIALS, SKILLS IN__________(course no.)

Please check the list below and mark the appropriate column to indicate what is found in the course under review.

	Not used	Primary	Secondary
1. Analytic exercises			
2. Private guidance			
3. Term paper			
4. Writing outlines & digests			
5. Objective tests			
6. Creation of term glossaries			
7. Field work			
8. Bibliographic searching			
9. Computer use			
10. Bibliographic compilation			
11. Diagnostic tests			
12. Peer evaluation			
13. Small group discussion			
14. Critiquing -oral & written			
15. Self-learning modules			
16. Oral presentation by students			
17. Role playing			
18. Individual study designs			
19. Simulation or games			
20. Use of a-v materials			
21. Diary-keeping			
22. Lectures			
23. Small-group projects			
24. Data collection & analysis			
25. Leadership exercises			
26. Quantitative exercises			

	Not used	Primary	Secondary
27. Case studies			
28. Interviewing			
OTHER METHODS/MATERIALS/SKILLS			
____________________			
____________________			

E. COURSE AND OBJECTIVES

In the literature of the school we describe our school and its master's degree program as covering the following five areas:

1. Research Methods
2. Information Needs & Information Environments
3. Information Technologies
4. Organization of Information and Resources
5. Design, Management and Evaluation of Info. Systems & Services

1- For the course under review, would it best fit in: 1 2 3 4 5 (circle one)

2.- If it also fits in another area, circle one: 1 2 3 4 5

3.- If it also fits in another area, circle one: 1 2 3 4 5

* *

In a statement of objectives adopted by the faculty in November, 1973, we stated that we have the following expectations of students who graduate from our program. (see below A, B, C)

We would like you to review the expectations you have of students who complete the course we have been reviewing. You may have phrased these as course objectives or educational outcomes. If you have written them down, we would appreciate it if you would attach a copy. If you have not written them down, you might consider doing so at this time. Normally such expectations are written beginning with the phrase: "The course prepares the student to:" followed by phrases beginning with action-verbs, e.g. "Plan, provide, and evaluate service in terms of state and national standards adjusted to local requirements and community needs..."

Using your statement of educational outcomes for the course, mark the following school objectives to indicate which are related to which of your objectives. If you can attach your statement, just mark the number of your statement opposite either A,B,C, or Other.

SCHOOL'S OBJECTIVES

______A. Students will be able to participate effectively in the design, developments, operation and management, and evaluation of existing and potential information systems.

______B. Students will be able to work with a variety of persons, publics, and subject interests.

______C. Students will be able to study the environments within which information systems exist and operate.

______D. Other objectives in my course: (specify below or show them on your attached statement)

9 more